

Workstream:

Employee Career Tracks

Talent Management Team



CAREER TRACKS WORKSTREAM

Presentation to Ops Staff & Executive Committee

WORKSTREAM OBJECTIVES

- **Develop a system to define goals for role and career**
- **Define technical, functional, and managerial career tracks**
- **Develop assessment tools to enable the process**

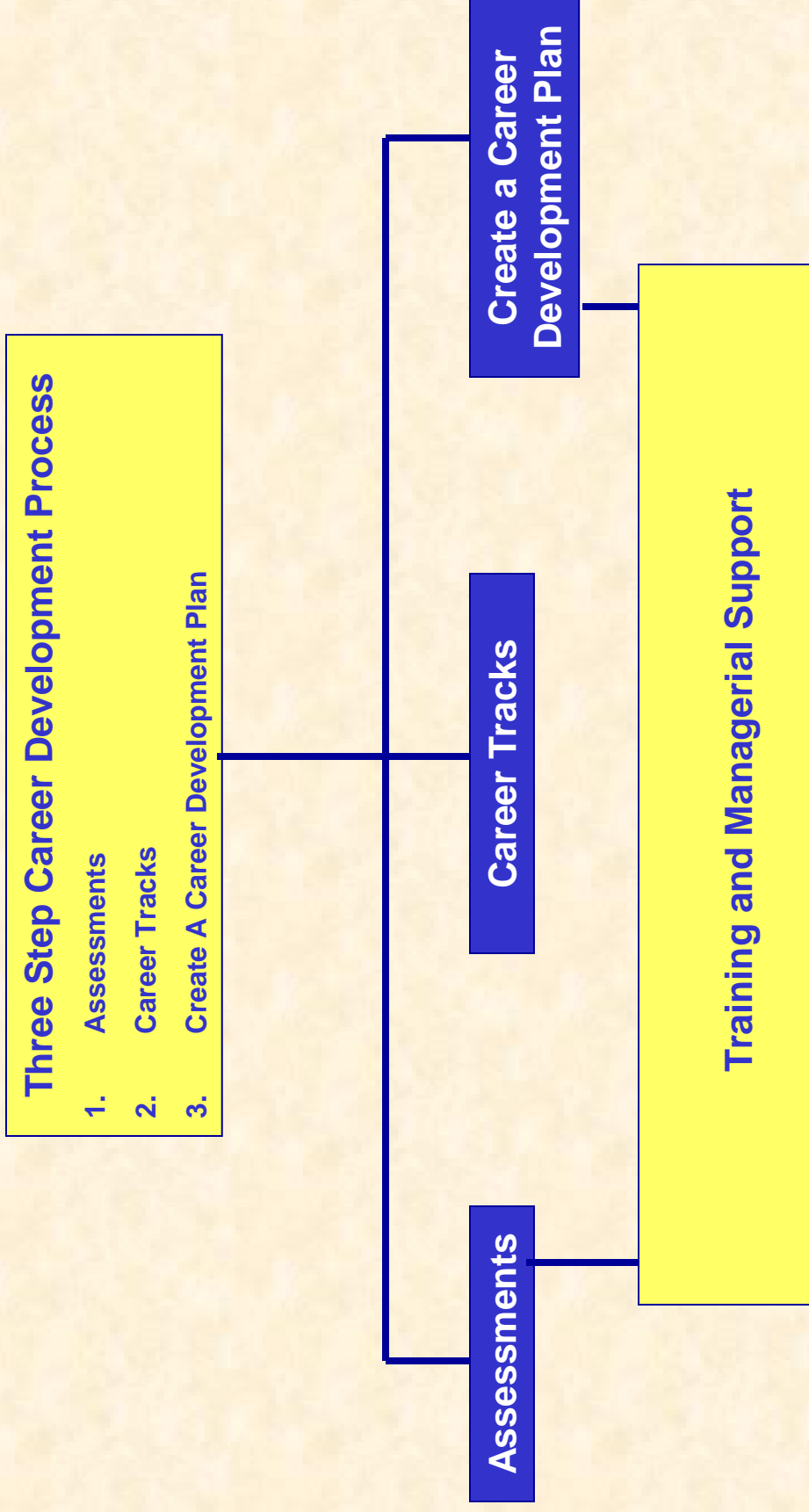
Career Tracks vs. Career Development

- **Career Tracks** - A system that identifies the competencies needed for specific roles within the organization.
- **Career Development** - The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

Competencies are behaviors that encompass knowledge, skills, abilities and personal attributes that are measurable and observable.

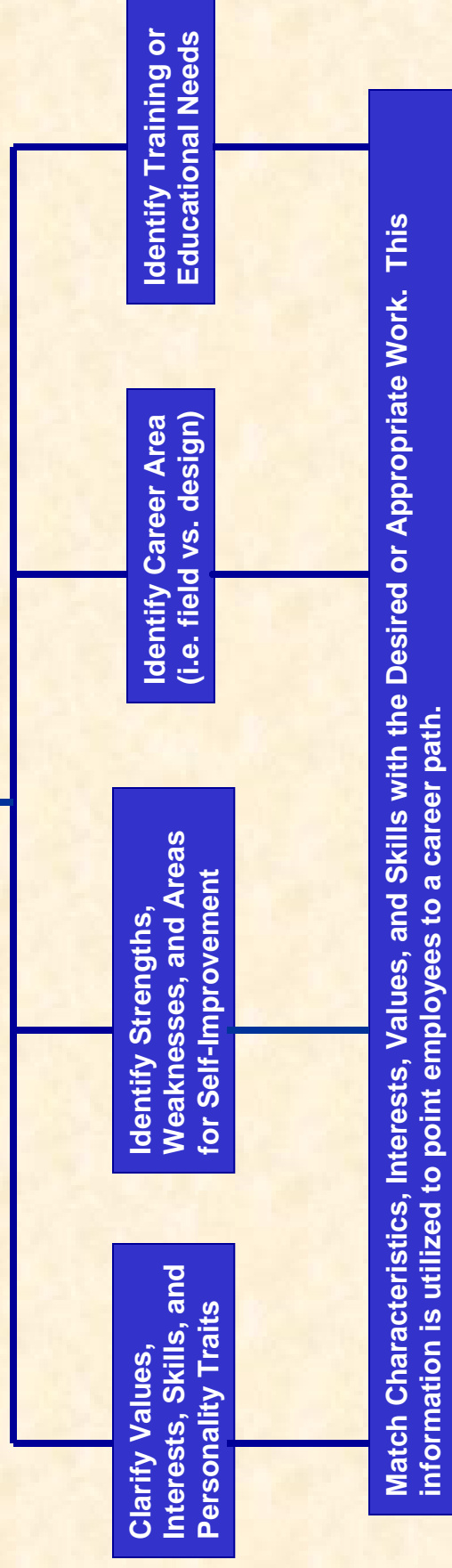
Career Development Process

The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

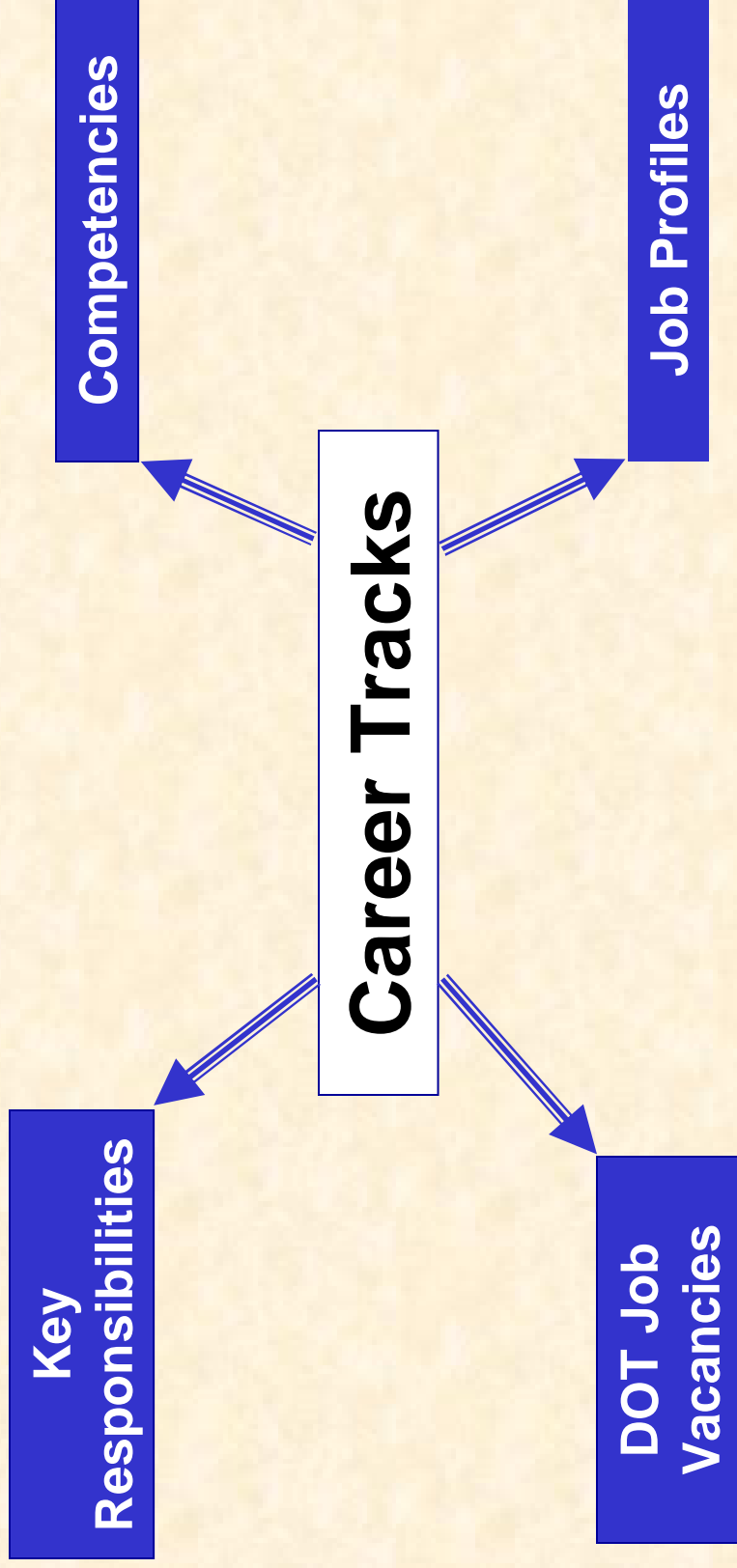


Assessments

Tools that allow employees to assess existing skills, knowledge, abilities, and interests in order to establish career objectives that align with organizational goals.



- *Need to decide how much effort (funding) NCDOT is willing to invest*
- *How do we want to do assessments: formal vs. informal*



A system that identifies the competencies needed for specific roles within the organization

Division Engineer Career Track

Leadership Development (Managerial)

Trans Engr Director II (PG 87)

Trans Engr Director I (PG 85)

Trans Engr Manager II (PG 84)

Trans Engr Manager I (PG 82)

Trans Engr Supervisor III (PG 81)

Trans Engr Supervisor II (PG 79)

Trans Engr Supervisor I (PG 77)

Professional Development (Technical)

Trans Engr III (PG 78)

Trans Engr II (PG 76)

Trans Engr I (PG 74)

Trans Staff Engr IV (PG 80)

Trans Staff Engr III (PG 78)

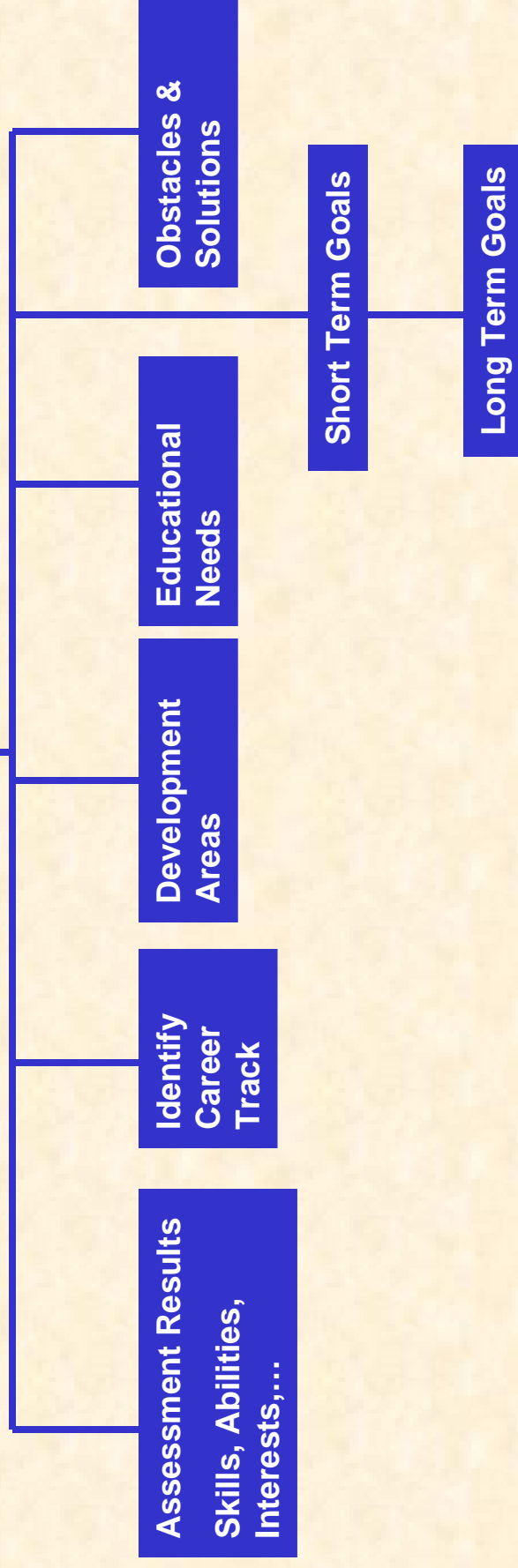
Trans Staff Engr II (PG 76)

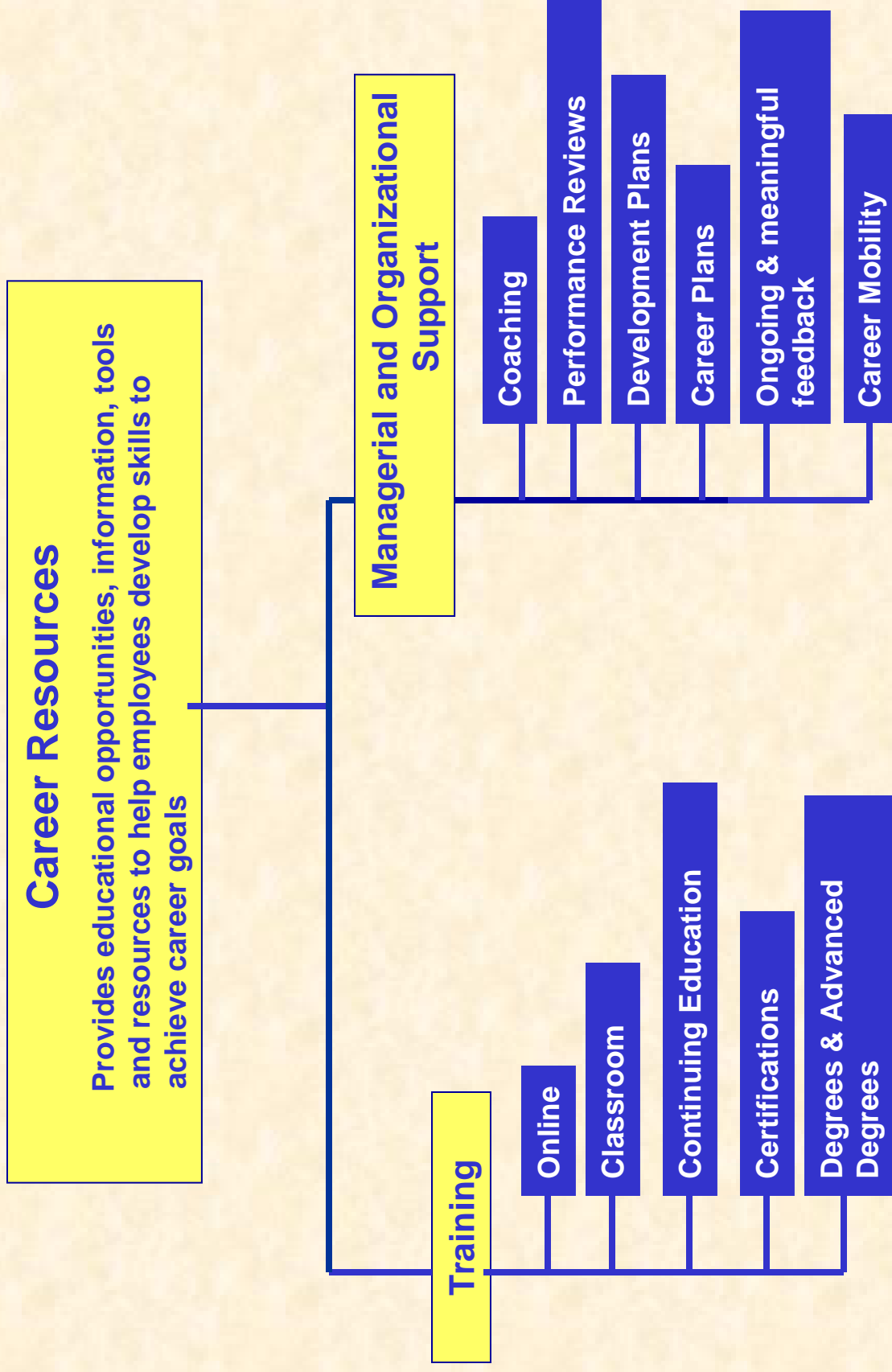
Trans Staff Engr I (PG 74)

This example shows career movement from TE I series into Trans Staff Engineer and Leadership Development Tracks

Create a Career Development Plan

A career development plan is a roadmap that takes an employee from developing a career strategy to achieving a career goal.





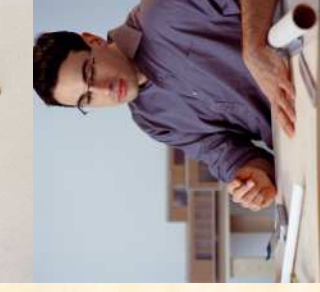
Career development is a partnership between the employee & supervisor. Managers & supervisors must commit to development tools, including mobility across organizational lines.

RECOMMENDATIONS

- **Create a career development process that each business unit can implement**
- **Develop career tracks for the Top 42**
- **Identify assessment tools needed to enable effective career development**
- **Explore concept of “career coach or career counselor”**



.... the *right people* with the
right set of competencies in
the *right jobs* at the *right*
time to enable the organization to
accomplish its mission.



Career Development Centers (CDC)

Support the NCDOT Goals that:

Make our organization a place that **works well**
Make our organization a **great place to work**



5/5/2008

Work Group Members

Helen Dickens - Recruitment
Gail Herring – T&D Assessment Center
Terry Hopkins – Traffic Engineering
Janice McIntyre – OSP (HR Partner)
Amanda Olive – HR (Classification, Competency,
and Policy)
Anthony Roper – TMT Work Group Leader

... and our new Deputy Secretary for
Administration and Business Development

What is Career Development?

The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

The employee drives this process

Guiding Principles of the Career Development Process

- Managers create a trusting environment in which employees trust managers
- Managers are supportive of employees' participation in Career Development Center (such as use of assessment tools, formal Assessment Center, meetings with career coach, proactive development of career development plans)
- Managers have accountability to support employee's career mobility across organizational lines
- Managers are receptive to recommendations from career coaches

Guiding Principles of the Career Development Process

- Employees are receptive to recommendations from career coaches
- Streamline management feedback to employees with consistent messages (performance dashboard appraisal, alternate pay systems)
- Establish tools to assess CDC through Return on Investment (Track Turn-over rate, Employee satisfaction survey, employee and manager feedback following use of formal Assessment Center, surveys of employees meeting with career coaches)

Guiding Principles of the Career Development Process

- Career Coaches maintain discretionary confidentiality
- Career Coach positions will need to be filled with highly skilled professional individuals to ensure success of this process
- “Career Tracks” are established for each position duty for the Top 42 DOT managers and all the way down into the organization
- NCDOT will require a shift in the way we look at training opportunities as a necessity for our employee’s growth

“The Vision”

This position will report
to the Talent Strategist
Position being created in
Human Resources

Career Development Center Director

Western Region CDC
Lead Career Coach
2 Career Coaches

Divisions 10 – 14
Decentralized DOT staff
~ 3,647 Employees

Central Region CDC
Lead Career Coach
2 Career Coaches

State-Wide
Assessment Center

Divisions 5, 7, 8, 9
Central Staff in Raleigh
Decentralized DOT staff
~ 6,335 Employees

Eastern Region CDC
Lead Career Coach
2 Career Coaches

Divisions 1, 2, 3, 4, 6
Ferry Division
Decentralized DOT staff
~ 4,045 Employees

Reasons for Regionalization of CDC

- Career coaches are closer geographically to the managers and employees
- **All employees** will have better opportunity to utilize this program; and they will feel more comfortable using a regionalized CDC that is closer to their work station
- Career Coaches can travel from regionalized centers to outlying offices to reach all employees and be available in person
- Through regionalization and use of kiosks, tools of the CDC are more readily available to all employees
- Resources will be wasted if all career coaches are based in Raleigh and traveling to remote areas all over state
- Currently employee relations representatives and personnel techs are dispersed throughout the state to better serve the employees and managers

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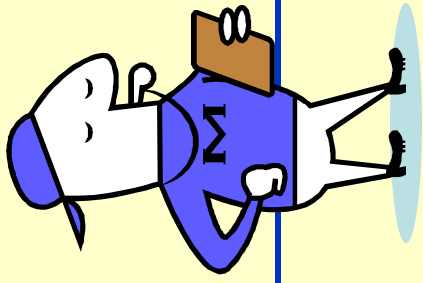
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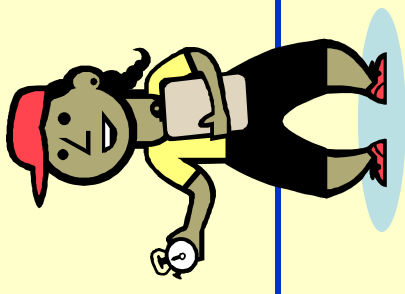
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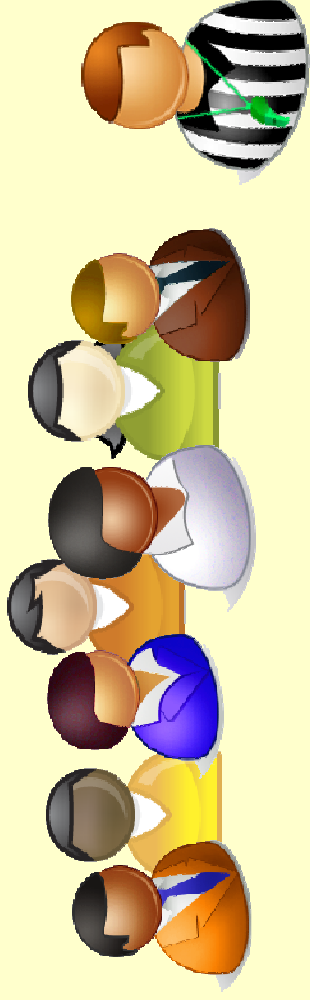
Essential Functions of Career Coaches

- Familiar with career banding and competency based programs
- Familiar with state-wide and organization wide job duties and functions
- Knowledge of Assessment Tools (abilities, competencies, strengths, interests, values and motivation factors)
- Knowledge of training opportunities
- Knowledge of career tracks set up for different types of positions

Essential Functions of Career Coaches

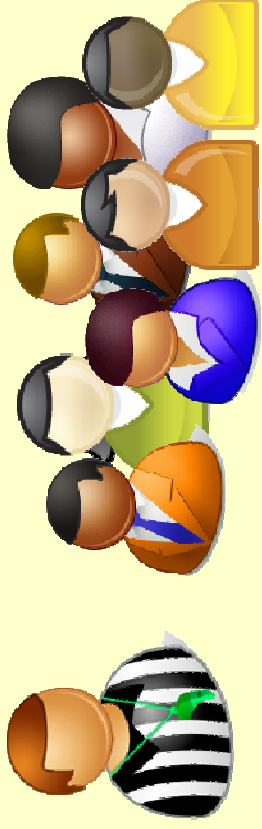


- Knowledge of general choices in career tracks (supervisory or technical)
- Excellent Working Relationship with Leaders in Department
- Knowledge of Succession Planning (knowing where talent needs to be nurtured; where numerous vacancies may be anticipated)
- Knowledge of DOT's Strategic Plan including mission/vision/goals



Career Coaches help Managers by:

- Providing resources (Assessment Tools, Knowledge of Organizational Make-up of DOT, Training Availability)
- Working with managers to develop skills assessments for all position levels so employees know the job expectations
- Understanding manager's talent needs in short and long term (technical and supervisory vacancies down the road)
- Discussing Department's needs for succession planning



Career Coaches help Managers by:

- Coaching managers on setting up realistic Career Development Plans for employees
- Following up with employees and managers to ensure compliance with career development plan
- Working with Training and Development staff on large-scale training needs
- Matching right people in right jobs which should reduce turn-over rates

Career Coaches Help All Employees by:



- Providing Resources (Assessment Tools, Knowledge of Organizational Make-up of DOT, Interview Suggestions, Training Availability)



- Choosing appropriate Assessment Tools based on individual needs
- Working with employees and interpreting assessments and answering questions
- Comparing results of assessment process to key positions and determine strongest fit
- Comparing current level of experience, skills, competencies and education to what is needed in next career move (clear focused vision)



Career Coaches Help All Employees by:

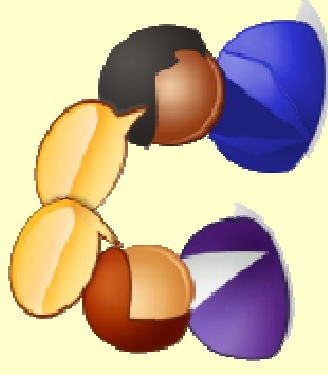
- Guiding career path that best matches abilities, competencies, interests, values, and personalities
- Encouraging employees to team with a mentor in our mentor program
- Assisting Employees on developing their realistic Career Development Plan
- Moving from one position to another, or one career to another
- Matching the right people to the right jobs

Assessment Tools

Informal Assessments – Tools that can be used and interpreted by the employee and are usually free of charge



Formal Assessments – Tools that must be administered and interpreted by someone that is certified or trained; costs are usually associated with this type of tool



Assessment Types	Informal	Formal
Personality/ Behavioral Traits	Assess Your Personal Style	<ul style="list-style-type: none"> •Job-Style Indicator (JSI) —————> <div>A self-administered, scored and interpreted instrument. A learning & communication tool designed to assist people in the areas of team development, performance improvement, job orientation and career planning.</div> •Jackson-Personality Inventory (Currently Used) •Criteria Personality Inventory (CPI) —————> <div>A personality inventory grounded in the "Big Five" personality traits: Extraversion, Conscientiousness, Agreeableness, Openness, and Stability...shown to be correlated to job performance in a wide range of jobs.</div>
	Transferable Skills Resources Inventory	<ul style="list-style-type: none"> •Job-Style Indicator (JSI) •Watson-Glaser (Currently Used) •Wiesen Test of Mechanical Aptitude (WTMA) ** —————> <div>WTMA measures mechanical aptitude, or ability to learn to use and maintain equipment and machinery.</div> •Criteria Cognitive Aptitude Test (CCAT) —————> <div>CCAT measures an individual's aptitude, or ability to solve problems, digest and apply information, learn new skills, and think critically.</div> •Criteria Basic Skills Test (CBST) ** —————> <div>CBST measures basic math and verbal skills...assesses the job readiness of candidates in a range of jobs, including clerical, administrative, and customer service positions.</div> •Campbell's Interests and Skills Survey (CISS)

** Indicates entry-level assessment

Assessment Types	Informal	Formal
Values	Work Values Assessment	<ul style="list-style-type: none"> •Holland's "Self Directed Search" (SDS)
Interests	Work Preference Assessment	<ul style="list-style-type: none"> •Campbell's Interests and Skills Survey (CISS)
Work-Life	Stress Management	<ul style="list-style-type: none"> •Stephen Covey's Seven Habits •Human Patterns
Multi-Dimensional (Behavior, Cognitive, Interpersonal, Affective)	Personal Style Indicator	<ul style="list-style-type: none"> •Holland's "Self Directed Search" (SDS)
Coaching/Managerial Skills	Coaching Style	<ul style="list-style-type: none"> •DOT Assessment Center

Based on the theory that most people and occupations can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. People who choose careers that match their own types are most likely to be both satisfied and successful.

The CISS profile analyzes your self-reported interests and skills, and shows what careers you will be happy and productive with.

Uses proven principles of fairness, integrity, honesty, and human dignity to help people solve personal and professional problems

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief

Assessment Center (AC) Today

- Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief
- Six participants 1 AC Director 3 Management Assessors
- Goal is to assess ~54 participants in AC / year
- Specific ratings are provided back to the participants on:
 - Professionalism Logical Reasoning/Problem Detection
 - Initiative/Decisiveness Organization/Plan Elaboration/Delegation
 - Persuasion/Motivation Time Management
 - Monitoring/Follow-up Interpersonal Relations/Behavioral Flexibility
 - Awareness (Organizational and Public)
 - Leadership (Individual and Group)

Assessment Center Changes

- Require AC debrief between AC Director, employee, manager, and possibly career coach
- Realign evaluation of current AC leadership areas to the nine competencies on Leadership PDA
- Redo AC exercises to expand candidate pool to all DOT leadership
- AC Director or Career Coach can follow-up with employee and manager on areas for improvement and training needed
- Require a renewed commitment from senior level managers (providing assessors, providing appropriate levels of candidates to participate, committing to nurturing a change in employee)

Evaluate Assessment Center Program

- Determine effectiveness of current program
- Determine level of AC candidate (# of years of supervisory experience; minimum position level)
- Determine interest and provide opportunity for Assessment Center for all DOT supervisory employees
- Develop an evaluation of program (determine our return on investment)
- Is this service offered outside DOT that could be more cost-effective and could handle more people? Set evaluation parameters on that as well

Ways to Access the CDC Tools

- Web-site access for Career Development Center (work station, personal computers, library, kiosks)
- Hard copies of CDC process (catalog) and explanations of each assessment tool can be given to employees upon request, and to all new employees at orientation
- Career Coaches will travel to remote offices with a condensed library of information/lap-tops for access of informal assessment tools and web-site; hard copies of tools; and be available in person for questions

Ways to Access the CDC Tools

- Each employee needs a confidential work space set up to use the CDC tools. Computers/kiosks with printers are recommended for each county maintenance yard, DMV field offices, Ferry Division offices

Issues to address: hours of operation (before/after work day) and accessibility of office space

Information Available through CDC

- Informal and Formal Assessment Tools (hard copy/electronic)
- Explanation of each career development tool in catalog, brochures, and on web-site
- Information on how to navigate through the CD process
- Contact Information for Career Coaches at Centers
- Resource Tools for Employee's Interview Process
- Information on Career Tracks for position titles
- Information on position types (Supervisory/technical)

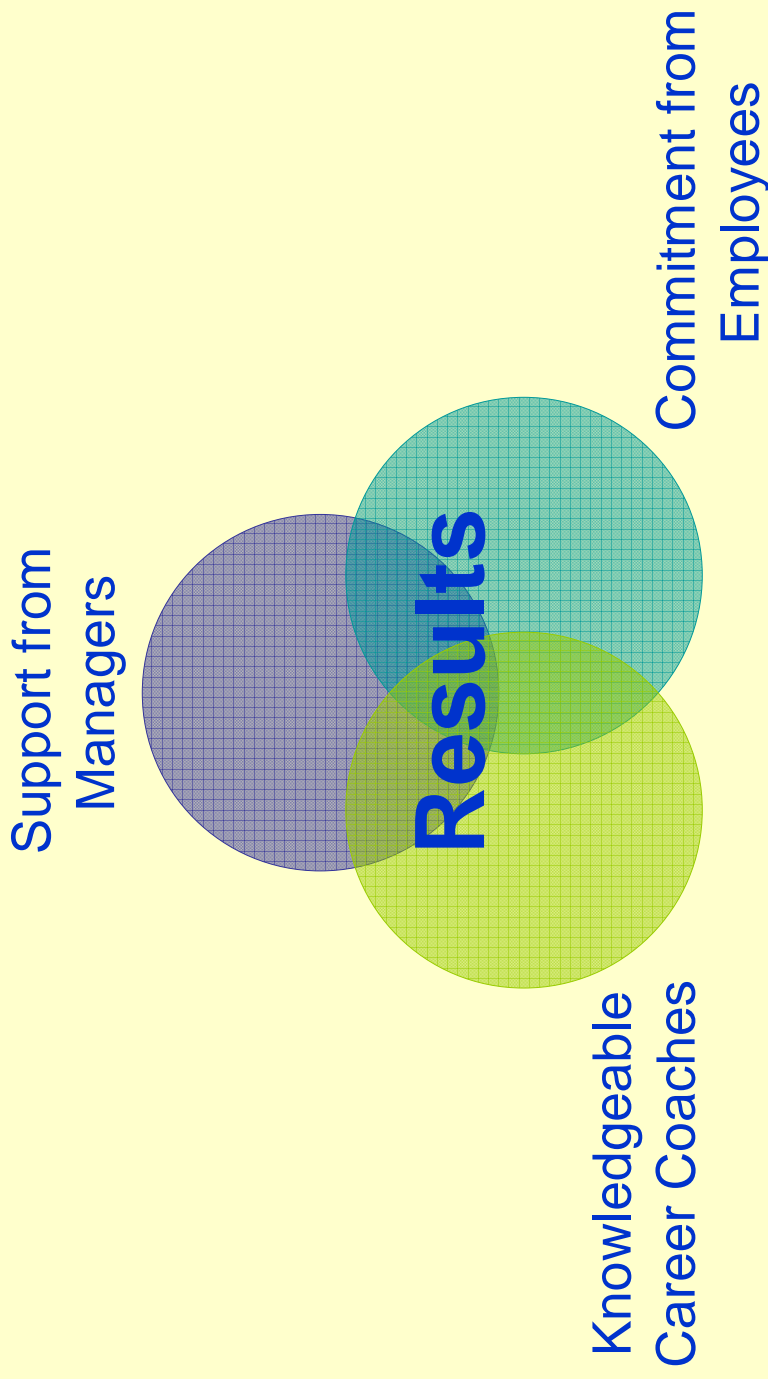
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Leadership Development Programs

- Disney Institute
- Center for Creative Leadership
(Individual/Team Approach)
- AASHTO Leadership Institute (DeCoster)
- Highlands Multi-Dimensional
- IQ Leadership
-



Career Development Process



Career Development Process

The ongoing continuous process that establishes an employee's current and future career objectives and assesses their existing skills, knowledge or experience levels and implements an appropriate course of action to attain their desired career objectives.

- ❖ Assessments Phase
- ❖ Investigation of Career Tracks
- ❖ Creation of a Career Development Plan
- ❖ Execution

Career Tracks

Planned roadmap of job progressions and position levels that help employees attain a desired career objective.

Career Tracks help the employee identify what jobs and position levels they want to work toward as a current and future career objective, and establish a career path that best suits them.

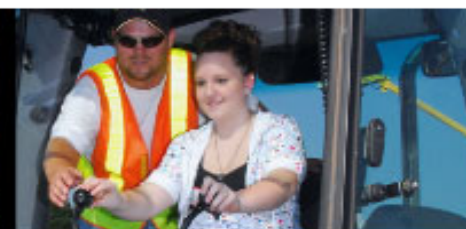


NCDOT

North Carolina Department of Transportation

NORTH CAROLINA
DEPARTMENT OF TRANSPORTATION

CAREERS

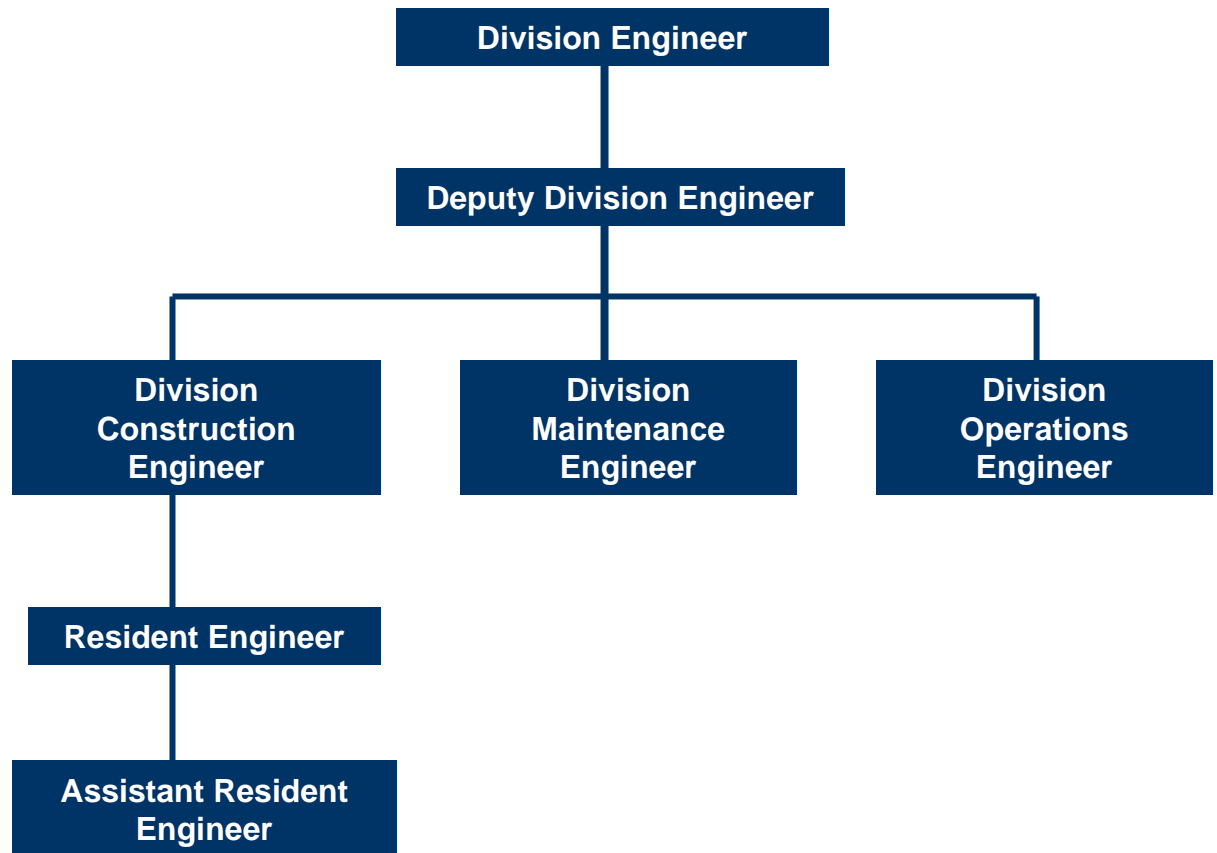




“ILLUSTRATION” of a Career Track
Assistant Resident Engineer
to a
Division Engineer Position

Simplistic DOT Organization Chart

This organization chart is used to show an individual the hierarchical picture of the positions in the career track.



[Back to Division Engineer](#)

[Back to Deputy Division Engineer](#)

[Back to Division Construction Engineer](#)

[Back to Resident Engineer](#)

[Back to Assistant Resident Engineer](#)

[Link to: DOT Formal Organization Charts](#)



Brief Job Description:

A **Division Engineer** (DE) plans, organizes resources, directs, and manages the division units of maintenance, construction, and operations to provide a safe and efficient highway system. This employee manages these units within budgetary constraints to deliver programs within project delivery schedule. The DE organizes and directs the safety and environmental stewardship programs and must be able to interpret and apply maintenance, construction and operations, personnel, and fiscal policies and procedures. He/she provides technical and administrative guidance and policy interpretation for the engineers, supervisors, public officials, the Board of Transportation, and general public.

Required Minimum Training:

Graduation from a four year college or university with a degree in Civil Engineering and seven years of progressive transportation engineering experience, or an equivalent combination of training and directly related experience.

For more information about this position, click on one of the links below.

Division Engineer

(Transportation Engineering Director II)

Key Responsibilities

Competencies

Knowledge/Skills/Abilities

Helpful Training and Education

Classification Level, Salary Range & Salary Grade

Complete Job Description

Positions Leading to Division Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organizational Chart

DIVISION ENGINEER

KEY RESPONSIBILITIES

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

The key responsibilities of the Division Engineer are:

- Managing and directing all construction and maintenance programs within a given geographical area(counties assigned to the Division).
- Managing and directing all construction and maintenance programs within this geographical area.
- Administering, directing, planning, and evaluating division programs, program funding, program resources, personnel, administrative budget, division goals, and priorities.
- Serving as technical expert, making recommendations and final decisions on complex issues within the Division.
- Responding to inquires from the public, DOT management, news media, board members, legislative officials, etc., regarding policies and procedures, division projects, plans, and proposed work.

For additional and more in depth information, refer to the [complete job description.](#)

DIVISION ENGINEER

KNOWLEDGE

SKILLS

ABILITIES

Brief Job Description

Key Responsibilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Engineer

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

A Division Engineer should have:

A thorough knowledge of the principles and practices of Civil Engineering and construction and maintenance methods, materials and equipment.

A high level of managerial ability with emphasis on budgetary responsibilities and human relations.

The ability to:

- understand, explain and administer contracts; interpret plans, provisions and specifications;
- develop and/or interpret policies, procedures, regulations and laws;
- prepare or supervise the preparation of documents that are legally sound;
- plan, coordinate, manage and supervise the work of employees; and
- communicate effectively both orally and in writing.

DIVISION ENGINEER

HELPFUL:

TRAINING, EDUCATION & EXPERIENCE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

There are a number of helpful training and educational programs that will help you prepare for the role of Division Engineer. Some of them are listed below.

Certified Public Manager's Program

The Certified Public Manager (CPM) Program is a structured curriculum that provides an in-depth, comprehensive, competency-based, developmental program for middle managers from state government agencies and universities.

Leadership Institute

Formalized rigorous leadership training designed for top leaders and managers (ie AASHTO National Transportation Leadership Institute)

DOT Assessment Center

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief.

Education Degrees:

Master in Business Administration (MBA)

Professional certifications are also helpful for this position:

- Registered Land Surveyor (RLS)
- Professional Traffic Operations Engineer (PTOE)
- Professional Engineer (PE) – Required for this position level

Additional Helpful Experience:

DOT's Associate Program

Work Experience Checklist

DIVISION ENGINEER

CLASSIFICATION LEVEL

SALARY GRADE

SALARY RANGE

The Division Engineer position classification level is:

Transportation Engineering Director II

The **Salary Grade** is: **87**

To find the **Salary RANGE** click on the bar below:

Find Salary Range

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Complete Job Description

Positions Leading to Division Engineer

Number of Positions in DOT and Locations
for Positions

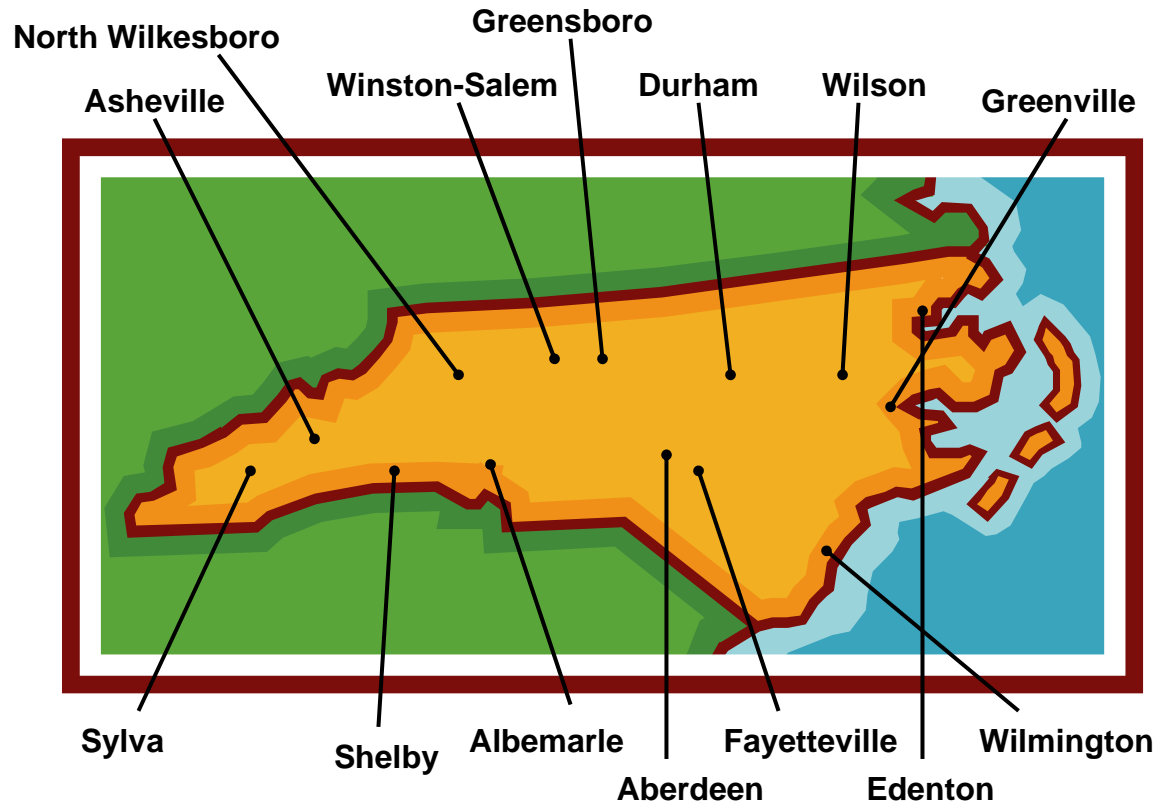
Check for Open Positions

DOT Organization Chart

DIVISION ENGINEER

NUMBER OF POSITIONS & LOCATIONS

There are fourteen (14) Division Engineer positions located across the state.



Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Engineer

Check for Open Positions

DOT Organization Chart

DIVISION ENGINEER

POSITIONS LEADING TO DIVISION ENGINEER

Below are some of the positions that lead to Division Engineer. The responsibilities in each position prepare individuals for the role of Division Engineer.

Deputy Division Engineer

Division Construction Engineer

Division Operations Engineer

Division Maintenance Engineer

Pavement Management Engineer

State Road Maintenance Engineer

ITS Operations Engineer

State Bridge Maintenance Engineer

Construction Unit Head . . .

**Other Positions Indirectly Leading to Division Engineer
(Roadway Design Unit Head, Mobility and Safety Unit Head,
Structures Unit Head, Transportation Planning Unit Head . . .)**

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart



Deputy Division Engineer

(Transportation Engineering Manager II)

[Back to Division Engineer](#)

Brief Job Description:

The **Deputy Division Engineer** (DDE) plans, organizes staff, directs and monitors all maintenance and operations activities in the Division to provide a safe and efficient highway system. He/she manages these activities within budgetary constraints as well as organizes and directs the safety program to ensure a safe work environment for all employees. The DDE must be familiar with and able to interpret all maintenance and operations policies and procedures. The DDE provides technical and administrative assistance on a division-wide basis for the engineers and supervisors.

Minimum Education and Experience:

Graduation from a four year college or university with a degree in Civil Engineer and seven years of progress transportation engineering experience, or a equivalent combination of training and directly related experience.

For more information about this position, click on one of the links below.

[Key Responsibilities](#)

[Competencies](#)

[Knowledge/Skills/Abilities](#)

[Helpful Training and Education](#)

[Classification Level, Salary Range & Salary Grade](#)

[Complete Job Description](#)

[Positions Leading to Deputy Division Engineer](#)

[Number of Positions in DOT and Locations for Positions](#)

[Check for Open Positions](#)

[DOT Organizational Chart](#)

DEPUTY DIVISION ENGINEER

KEY RESPONSIBILITIES

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Deputy Division Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Engineer

The key responsibilities of the Deputy Division Engineer (DDE) are:

- Division Maintenance: (2-3 districts per Division; number of employees ranges from 390-450), which includes districts, bridge maintenance, and equipment.
- Division Operations: (6 departments; number of employees ranges from 85-105), which includes Traffic Engineering, Design Construct, Safety, Intelligent Transportation System, Roadside Environmental, and Bituminous.
- Responding to inquires from the public, various officials, news media, and various agencies concerning maintenance needs and activities, road problems, projects, proposed work and general questions regarding highway matters.
- Supporting, promoting and reviewing various programs and projects.
- Working with the Technical Coordinating Committee and the Technical Advisory Committee on transportation issues.
- Supporting and promoting the Department's Workplace Safety Program.
- Special assignments.
- Reviewing and approving all Division personnel transactions.
- Personnel and performance Management.
- Project Management and Program Maintenance

For additional and more in depth information, refer to the [complete job description](#).

DEPUTY DIVISION ENGINEER

KNOWLEDGE

SKILLS

ABILITIES

Brief Job Description

Key Responsibilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Deputy Division Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Engineer

A Deputy Division Engineer should have:

A thorough knowledge of the principles and practices of civil engineering relating to the location, design, construction and maintenance of highways and other structures; safety and hazardous waste laws, departmental budgetary process; and departmental and FHWA maintenance related polices.

The ability to:

- Design roadway construction and maintenance plans;
- Direct the work of other engineers and department heads under the supervision of the position;
- Apply engineering principles to difficult or complex engineering problems and make sound recommendations and decisions; and
- Participate in department policy determinations and interpret, administer and explain departmental polices, maintain good working relationships with other employees, special interest groups and the general public.

The DDE should also have comprehensive knowledge of design and installation of traffic control signals and application of other traffic related controls.

DEPUTY DIVISION ENGINEER

HELPFUL: TRAINING, EDUCATION & EXPERIENCE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Deputy Division Engineer

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Engineer

There are a number of helpful training and educational programs that will help you prepare for the role of Deputy Division Engineer. Some of them are listed below.

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The Certified Public Manager (CPM) Program is a structured curriculum that provides an in-depth, comprehensive, competency-based, developmental program for middle managers from state government agencies and universities.

Leadership Institute

Formalized rigorous leadership training designed for top leaders and managers (ie AASHTO National Transportation Leadership Institute)

DOT Assessment Center

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief.

Education Degrees:

Master in Business Administration (MBA)

Professional certifications are also helpful for this position:

- Registered Land Surveyor (RLS)
- Professional Traffic Operations Engineer (PTOE)
- Professional Engineer (PE) – Required for this position level

Additional Helpful Experience:

DOT's Associate Program

Work Experience Checklist

DEPUTY DIVISION ENGINEER

CLASSIFICATION LEVEL

SALARY GRADE

SALARY RANGE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Complete Job Description

Positions Leading to Deputy Division Engineer

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Engineer

The Deputy Division Engineer position classification level is:

Transportation Engineering Manager II

The **Salary Grade** is: **84**

To find the **Salary Range**, click on the bar below:

Find Salary Range

DEPUTY DIVISION ENGINEER

NUMBER OF POSITIONS &
LOCATIONS

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Deputy Division Engineer

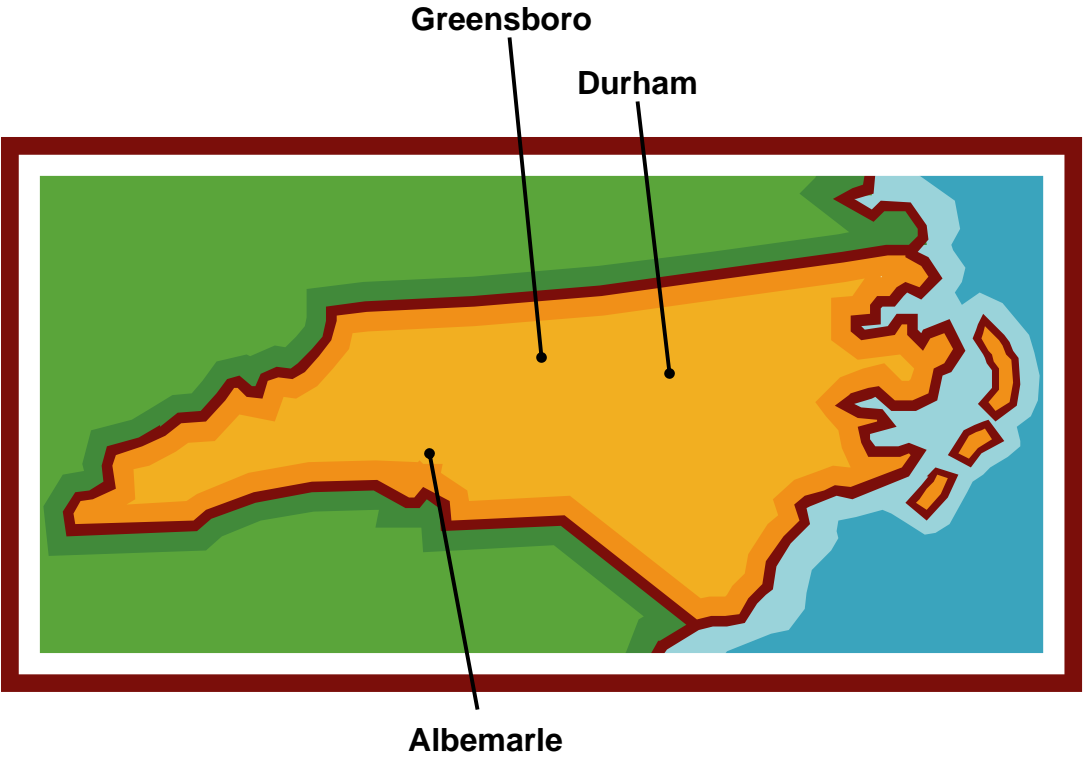
Check for Open Positions

DOT Organization Chart

Back to Division Engineer

There are three (3) Deputy Division Engineer positions at DOT.

They are located in three different area in the state.



DEPUTY DIVISION ENGINEER

POSITIONS LEADING TO DEPUTY DIVISION ENGINEER

Brief Job Description
Key Responsibilities
Knowledge/Skills/Abilities
Helpful Training and Education
Competencies
Classification Level
Salary Range and Salary Grade
Complete Job Description
Number of Positions in DOT and Locations for Positions
Check for Open Positions
DOT Organization Chart
Back to Division Engineer

Below are positions that lead to Deputy Division Engineer. The responsibilities in each position prepares individuals for the role of Deputy Division Engineer.

- Division Construction Engineer
- Division Operations Engineer
- Division Maintenance Engineer
- Pavement Management Engineer
- State Road Maintenance Engineer
- ITS Operations Engineer
- State Bridge Maintenance Engineer
- Construction Unit Head . . .

**Other Positions Indirectly Leading to Deputy Division Engineer
(Roadway Design Unit Head, Mobility and Safety Unit Head,
Structures Unit Head, Transportation Planning Unit Head . .)**



Brief Job Description:

The **Division Construction Engineer** (DCE) plans, organizes staff, directs and monitors all construction activities in the Division to provide a safe and efficient highway system. He/she manages these activities within budgetary constraints; organizes and directs the safety program to ensure a safe work environment for all employees. The DCE must be familiar with and be able to interpret all construction policies and procedures; and provide technical and administrative assistance on a division-wide basis for the engineers and supervisors. Employees vary from Division to Division depending on the workload. He/she administers all contract construction activities within an assigned Division. Contract construction activities include all preconstruction, construction, and post construction activities that require field engineering involvement and/or Division input.

Minimum Education and Experience:

BS Degree in Civil Engineering and ten years of progressive experience in highway engineering. Registration as a Professional Engineer is required by the Department. Experience within the Department of Transportation Operations is necessary.

For more information about this position, click on one of the links below.

Division Construction Engineer

(Transportation Engineering Manager I)

[Back to Deputy Division Engineer](#)

[Key Responsibilities](#)

[Competencies](#)

[Knowledge/Skills/Abilities](#)

[Helpful Training and Education](#)

[Classification Level, Salary Range & Salary Grade](#)

[Complete Job Description](#)

[Positions Leading to Division Construction Engineer](#)

[Number of Positions in DOT and Locations for Positions](#)

[Check for Open Positions](#)

[DOT Organizational Chart](#)

DIVISION CONSTRUCTION ENGINEER

KEY RESPONSIBILITIES

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Construction
Engineer

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer

The key responsibilities of the Division Construction Engineer (DCE) are:

- Reviewing proposed project sites at the planning stage and advising Design Unit Divisions position on total project scope, project limits, etc.
- Reviewing proposed pavement structures and make recommendations for change, if needed, based on knowledge of the type of construction involved, traffic conditions, general location, soil types, and existing pavement conditions.
- Setting up and conducting field plan inspections which consist of reviewing plans and proposed project sites with representatives of the various Design, Right-of-Way, Appraisal, Location, Geotechnical, Utility, Landscape, Construction, Traffic Control, Signal, and Hydraulic Units within the DOT.
- Assigning Resident Engineers to projects based on workload, location of projects, office locations and the expertise of the individual engineers and their staff.
- Monitoring the relocation of all utilities in conflict with construction to assure they are cleared in a timely manner to avoid delays to the projects completion.
- Setting up and conduct preconstruction conferences.
- Reviewing engineering costs on each project.
- Monitoring the construction projects and the Division QA Asphalt Labs and reviewing price reduction and other corrective action recommendations.
- Receiving and responding to telephone calls from other state agencies, municipal officials, federal highway administration officials, utility owners, the public, news media, and others.
- Setting up and presenting Division on final inspections with Resident Engineer, Roadway and/or Bridge Construction Engineers, etc.

For additional and more in depth information, refer to the [complete job description](#).

DIVISION CONSTRUCTION ENGINEER

KNOWLEDGE

SKILLS

ABILITIES

A Division Construction Engineer should have:

A thorough knowledge of the principles and practices of Civil Engineering; ten years experience at lower level positions with a minimum of two years experience as a Resident Engineer. A knowledge of surveying is also desirable.

The individual in this position must:

- Be able to communicate well both orally and written;
- Possess the ability to supervise lower level engineers and technicians;
- Be able to oversee the administration of contract construction projects while staying abreast of and in compliance with changes in the law, construction processes, equipment changes, new practices, and environmental regulations.
- Have a high level of visual attention, mental concentration and manipulative skills.

Brief Job Description

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Construction Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer

DIVISION CONSTRUCTION ENGINEER

HELPFUL: TRAINING, EDUCATION & EXPERIENCE

Brief Job Description

Knowledge/Skills/Abilities

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Division Construction
Engineer

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer

There are a number of helpful training and educational programs that will help you prepare for the role of Division Construction Engineer. Some of them are listed below.

Certified Public Manager's Program

The Certified Public Manager (CPM) Program is a structured curriculum that provides an in-depth, comprehensive, competency-based, developmental program for middle managers from state government agencies and universities.

Leadership Institute

Formalized rigorous leadership training designed for top leaders and managers (ie AASHTO National Transportation Leadership Institute)

DOT Assessment Center

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief.

Education Degrees:

Construction Engineering and Management Degree
(General Construction Concentration)

Professional certifications are also helpful for this position:

- Registered Land Surveyor (RLS)
- Professional Traffic Operations Engineer (PTOE)
- Professional Engineer (PE) – Required for this position level

Additional Helpful Experience:

DOT's Associate Program

Work Experience Checklist

**DIVISION CONSTRUCTION
ENGINEER**

CLASSIFICATION LEVEL

SALARY GRADE

SALARY RANGE

The Division Construction Engineer position classification level is:
Transportation Engineering Manager I

The **Salary Grade** is: **84**

To find the **Salary RANGE** click on the bar below:

Find Salary Range

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Complete Job Description

Positions Leading to Division Construction Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer

DIVISION CONSTRUCTION ENGINEER

NUMBER OF POSITIONS & LOCATIONS

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

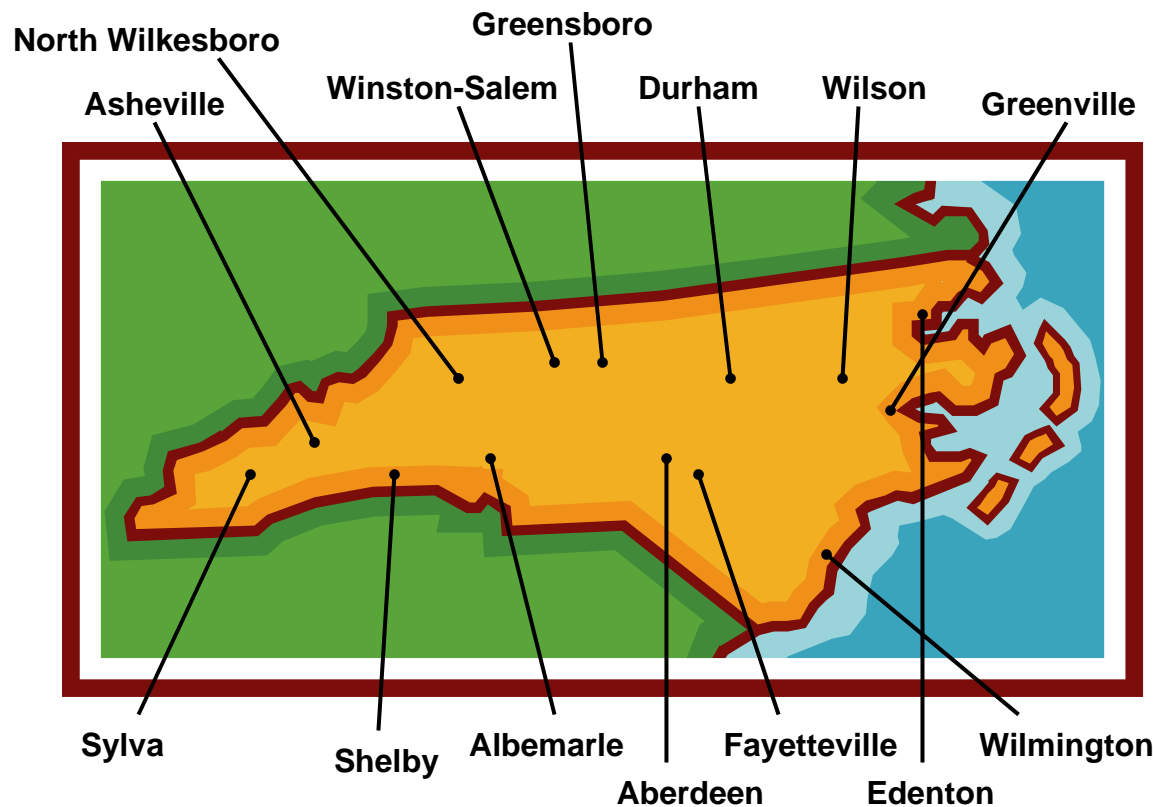
Positions Leading to Division Construction
Engineer

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer

There are fourteen (14) Division Construction Engineer positions at DOT.



DIVISION CONSTRUCTION ENGINEER

POSITIONS LEADING TO DIVISION CONSTRUCTION ENGINEER

Below are positions that lead to Division Construction Engineer. The responsibilities in each position prepares individuals for the role of Division Construction Engineer.

Resident Engineer

Area Construction Engineer

Division Traffic Engineer

District Engineer

Mobility and Safety Project Engineer

Division Design Construct Engineer

Other Positions Indirectly Leading To Division Construction Engr
Roadway Project Engineer, Structures Project Design Engineer,
Hydraulics Project Engineer, Work Zone Project Engineer . .

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

**Number of Positions in DOT and Locations
for Positions**

Check for Open Positions

DOT Organization Chart

Back to Deputy Division Engineer



Resident Engineer

(Transportation Engineering Supervisor II)

[Back to Division Construction Engineer](#)

Brief Job Description:

The **Resident Engineer** (RE) provides a link between Raleigh Construction, Design Roadway and Design Structure, Material and Test Unit, Consultants, and Division Personnel. Provides Administrative and Supervision of Professional engineering responsibilities in a highly specialized phase of highway engineering on contract construction both roadway and structure projects in the Northeastern part of NC.

Minimum Education and Experience:

OSP: Graduation from a four-year college or university with a major in civil engineering and four years of progressive transportation engineering experience.

DOT: Graduation from a technical school and completion of the Highway Engineer Concept Course and serve six years as an Assistant Resident Engineer. Successful completion of a home study course as it relates to highway engineering and ten years as Assistant Resident Engineer.

For more information about this position, click on one of the links below.

[Key Responsibilities](#)

[Competencies](#)

[Knowledge/Skills/Abilities](#)

[Helpful Training and Education](#)

[Classification Level, Salary Range & Salary Grade](#)

[Complete Job Description](#)

[Positions Leading to Resident Engineer](#)

[Number of Positions in DOT and Locations for Positions](#)

[Check for Open Positions](#)

[DOT Organizational Chart](#)

RESIDENT ENGINEER

KEY RESPONSIBILITIES

The key responsibilities of the Resident Engineer (RE) are:

- Supervising lower level engineers and technicians on roadway and structures on a variety of highway projects to insure proper inspection and necessary engineering stakeout is done in a timely manner.
- Conferring with project personnel, both DOT and contractors on more complex engineering problems.
- General office duties: Reading and verifying daily inspectors' diaries concerning construction operations; reading Resident Engineer's diaries.
- Visiting project sites both day and night to review work in progress to get first hand knowledge of what is being done and how. Ensure that work being done is in accordance with plans, Special Provisions, and Specifications, etc.

For additional and more in depth information, refer to the [complete job description](#).

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Resident Engineer

Check for Open Positions

DOT Organization Chart

Back to Division Construction Engineer

RESIDENT ENGINEER

KNOWLEDGE

SKILLS

ABILITIES

Brief Job Description

Key Responsibilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Resident Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Construction Engineer

A Resident Engineer should have:

A thorough knowledge of the principles and practices of Civil Engineering as it relates to highway and bridge construction.

The individual in this position must:

- Have considerable knowledge of methods, materials and equipment used in the construction of roads and bridges;
- The ability to plan, coordinate and direct the work of lower engineers or technicians, and other construction personnel;
- The ability to understand, interpret, apply departmental rules, regulations concerning construction procedures, plans specifications, contracts, etc.;
- Be able to communicate effectively with other employees and the general public.

RESIDENT ENGINEER

HELPFUL:

TRAINING, EDUCATION & EXPERIENCE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Resident Engineer

Number of Positions in DOT and Locations for Positions

Check for Open Positions

DOT Organization Chart

Back to Division Construction Engineer

There are a number of helpful training and educational programs that will help you prepare for the role of Resident Engineer. Some of them are listed below.

Certified Public Manager's Program

The Certified Public Manager (CPM) Program is a structured curriculum that provides an in-depth, comprehensive, competency-based, developmental program for middle managers from state government agencies and universities.

Frontline Leadership

Frontline Leadership is a leadership development program designed for frontline managers and supervisors in North Carolina state government.

DOT Assessment Center

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief.

Education Degrees:

Construction Engineering and Management Degree
(General Construction Concentration)

Professional certifications are also helpful for this position:

- Registered Land Surveyor (RLS)
- Professional Traffic Operations Engineer (PTOE)
- Professional Engineer (PE)

Additional Helpful Experience:

DOT's Associate Program

RESIDENT ENGINEER

CLASSIFICATION LEVEL

SALARY GRADE

SALARY RANGE

[Brief Job Description](#)[Key Responsibilities](#)[Knowledge/Skills/Abilities](#)[Helpful Training and Education](#)[Competencies](#)[Complete Job Description](#)[Positions Leading to Resident Engineer](#)[Number of Positions in DOT and Locations for Positions](#)[Check for Open Positions](#)[DOT Organization Chart](#)[Back to Division Construction Engineer](#)

The Resident Engineer position classification level is:

Transportation Engineering Supervisor II

The **Salary Grade** is: **78**

To find the **Salary RANGE** click on the bar below:

[Find Salary Range](#)

RESIDENT ENGINEER

NUMBER OF POSITIONS & LOCATIONS

Positions are located throughout North Carolina.



Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Positions Leading to Resident Engineer

Check for Open Positions

DOT Organization Chart

[Back to Division Construction Engineer](#)

RESIDENT ENGINEER

POSITIONS LEADING TO RESIDENT ENGINEER

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

[Back to Division Construction Engineer](#)

Below are positions that lead to Resident Engineer. The responsibilities in each position prepares individuals for the role of Resident Engineer.

Assistant Resident Engineer

District Engineer

Division Traffic Engineer

Area Construction Engineer

Mobility and Safety Project Engineer

Division Design Engineer

**Other Positions Indirectly Leading to Resident Engineer:
Roadway Design Engineer, Specs and Proposals Engineer,
Geotechnical Design Engineer, Hydraulics Design Engineer,
Structure Design Engineer, Utilities Project Engineer**



Assistant Resident Engineer

(Transportation Engineer I)

[Back to Resident Engineer](#)

Brief Job Description:

The **Assistant Resident Engineer** (ARE) is an intermediate level engineer position supporting higher level engineers in the administration of large complex highway construction projects. The ARE monitors daily progress of projects and resolves constructability issues to maintain project schedules. This position manages all aspects of large, complex, construction projects with limited supervision from higher level engineers. The ARE supervises and trains multiple Department employees and contract construction inspectors. He/she administers contracts for Construction Engineering and Inspection (CEI) services on large projects. This includes daily supervision and review and approval of reimbursement for services.

Minimum Education and Experience:

Graduation from a four-year college with a Bachelor's Degree in Civil Engineering and two and one-half years of progressive transportation engineering experience; or an equivalent of training and directly related experience.

For more information about this position, click on one of the links below.

[Key Responsibilities](#)

[Competencies](#)

[Knowledge/Skills/Abilities](#)

[Helpful Training and Education](#)

[Classification Level, Salary Range & Salary Grade](#)

[Complete Job Description](#)

[Entry Level Position](#)

[Number of Positions in DOT and Locations for Positions](#)

[Check for Open Positions](#)

[DOT Organizational Chart](#)

Assistant RESIDENT ENGINEER

KEY RESPONSIBILITIES

Brief Job Description

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Entry Level Position

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Resident Engineer

The key responsibilities of the Assistant Resident Engineer (ARE) are:

- To serve as project manager on large projects. Projects administered will be complex in nature, associated with millions of dollars having high profiles with unique sensitivities and significant public impacts.
- Administration of complex highway construction contracts in accordance with accepted procedures, guidelines and policies.
- Serve as primary NCDOT liaison on Design-Build projects and is involved in design development/submittal/review and field construction operations; anticipating contractual problems and initiates modifications such as supplemental agreements or other contract adjustments to improve safety, and/or quality of delivered product.
- Monitors expenditures for multi-million dollar projects and is responsible for minimizing and justifying all budget overruns.
- Serves as a resource to subordinates and contractor personnel regarding interpretation of contract related issues.
- Directly supervises and provides engineering level support for technicians on complex projects.
- Provides adequate responses to frequent inquiries from the media, public, NCDOT officials and other governmental agencies regarding complex project issues and impacts.

For additional and more in depth information, refer to the [complete job description](#).

ASSISTANT RESIDENT ENGINEER

KNOWLEDGE SKILLS ABILITIES

Brief Job Description

Key Responsibilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Entry Level Position

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Resident Engineer

An Assistant Resident Engineer should have:

A thorough knowledge of surveying and materials, methods and equipment used in highway construction. Considerable knowledge of mathematical functions, including algebra, geometry and trigonometry.

The individual in this position must have:

- Skills in the use of survey equipment;
- Skills in the use of office equipment, such as calculators and personal computers;
- The ability to read, interpret and explain construction plans, contract provisions, specifications, and inspection procedures;
- The ability to take notes and prepare or review reports;
- Good communications skills; and
- The ability to supervise the activities of lower level employees and instruct them in proper work methods.

ASSISTANT RESIDENT ENGINEER

HELPFUL: TRAINING, EDUCATION & EXPERIENCE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Entry Level Position

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Resident Engineer

There are a number of helpful training and educational programs that will help you prepare for the role of Assistant Resident Engineer. Some of them are listed below.

Frontline Leadership

Frontline Leadership is a leadership development program designed for frontline managers and supervisors in North Carolina state government.

DOT Assessment Center

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief.

Education Degrees:

Construction Engineering and Management Degree

(General Construction Concentration)

Professional certifications are also helpful for this position:

- Registered Land Surveyor (RLS)
- Fundamentals of Engineering (FE)

Additional Helpful Experience:

DOT's Associate Program

Skills Assessments

ASSISTANT RESIDENT ENGINEER

CLASSIFICATION LEVEL SALARY GRADE SALARY RANGE

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Complete Job Description

Entry Level Position

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Resident Engineer

The Assistant Resident Engineer position classification level is:

Transportation Engineer I

The **Salary Grade** is: **76**

To find the **Salary RANGE** click on the bar below:

Find Salary Range

ASSISTANT RESIDENT ENGINEER

NUMBER OF POSITIONS & LOCATIONS

Positions are located throughout North Carolina.



[Brief Job Description](#)

[Key Responsibilities](#)

[Knowledge/Skills/Abilities](#)

[Helpful Training and Education](#)

[Competencies](#)

[Classification Level](#)

[Salary Range and Salary Grade](#)

[Complete Job Description](#)

[Entry Level Position](#)

[Check for Open Positions](#)

[DOT Organization Chart](#)

[Back to Resident Engineer](#)

ASSISTANT RESIDENT ENGINEER

ENTRY LEVEL POSITION

Brief Job Description

Key Responsibilities

Knowledge/Skills/Abilities

Helpful Training and Education

Competencies

Classification Level

Salary Range and Salary Grade

Complete Job Description

Number of Positions in DOT and Locations
for Positions

Check for Open Positions

DOT Organization Chart

Back to Resident Engineer

The Assistant Resident Engineer position is an **entry level** position; however, there are opportunities for growth, with the right development of skills!

Division Engineer

Deputy Division Engineer

Division
Construction
Engineer

Division
Maintenance
Engineer

Division
Operations
Engineer

Resident Engineer

District Engineer

Division Traffic Engineer

Asst. District
Engineer

Asst. Div. Traffic
Engineer

Assistant Resident
Engineer

Division Design
Engineer

Mobility and Safety
Project Engineer

Area Construction
Engineer

Roadway Design
Engineer . . .

RECOMMENDATIONS FOR SUCCESSFUL CAREER TRACKS IN NCDOT

[Back to Division Engineer](#)

[Back to Deputy Division Engineer](#)

[Back to Division Construction Engineer](#)

[Back to Resident Engineer](#)

[Back to Assistant Resident Engineer](#)

- Human Resources will use the Career Tracks Template to develop career tracks for positions leading to the top 42 leadership positions in the Department (excluding appointed positions)
- Commitment is needed from leaders and managers (updated postings and position descriptions, suggestions on information provided in career tracks)
- Keep organization charts updated and in a central location on the web
- HR will simultaneously develop Career Tracks along with the competency based pay program information according to priorities based on most critical need (~3 years)
- Consider manpower needs in HR to ensure this can be done
- Career Tracks information can be linked to the Careers Web Page under “Career Development” with links to “Jobs in Demand”

[Return to Beginning](#)

Talent Management Team



CAREER TRACKS WORKSTREAM

Presentation to TMT - February 18, 2008

Career Tracks Sub-team Members

Anthony Roper.....TMT (temporary)
Division One - (permanent)

Amanda Olive.....DOT Human Resources

Helen Dickens.....DOT Human Resources

Janice McIntyre.....Office of State Personnel

Terry Hopkins.....Traffic Safety Unit

WORKSTREAM OBJECTIVE

- Develop a system to define goals for role and career
- Define technical, functional, and managerial career tracks
- Develop assessment tools to enable the process

Today's Objective

- Define career development and career tracks
- Present high level Career Development Process
- Present “Career Track” model
- Discuss high level recommendations

TALENT MANAGEMENT INITIATIVES

High-level Recommendations

- | | | | |
|---|---|----|--|
| 1 | Define talent management strategy | 6 | Develop employee career tracks |
| 2 | Revise hiring practices | 7 | Develop system for leadership planning |
| 3 | Define and improve employee value proposition | 8 | Employee Engagement Survey |
| 4 | Revamp performance review | 9 | Recruitment Proposal |
| 5 | Revamp training program to strategically deploy resources | 10 | Improve Employee Orientation |
| | | 11 | Institute Quick Wins |

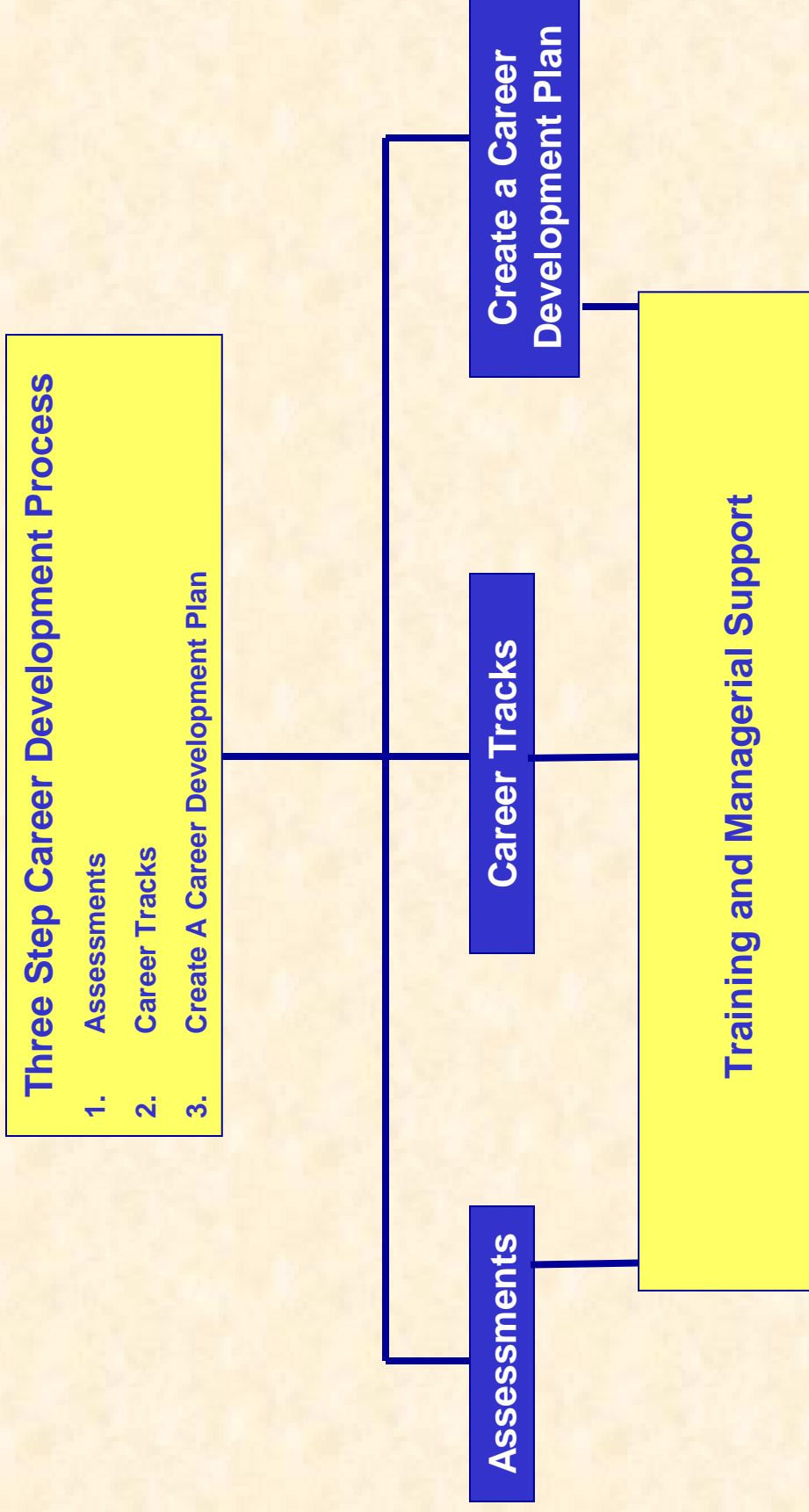
Career Tracks vs. Career Development

- **Career Tracks** - A system that identifies the competencies needed for specific roles within the organization.
- **Career Development** - The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

Competencies are behaviors that encompass knowledge, skills, abilities and personal attributes that are measurable and observable.

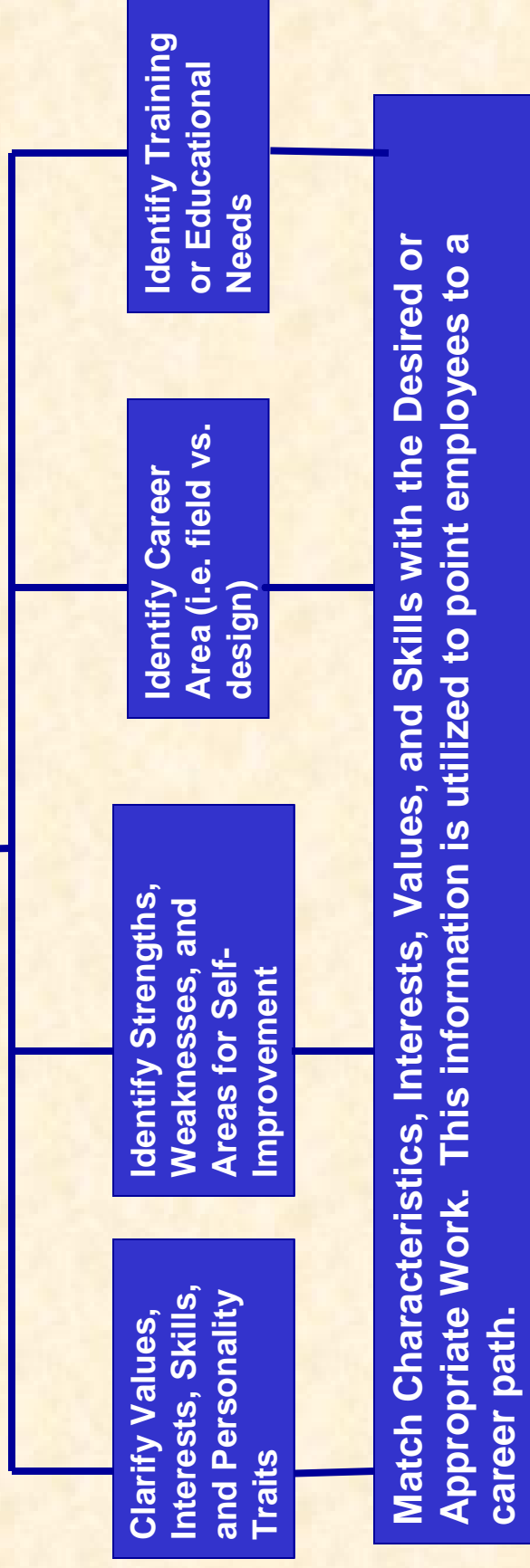
Career Development Process

The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

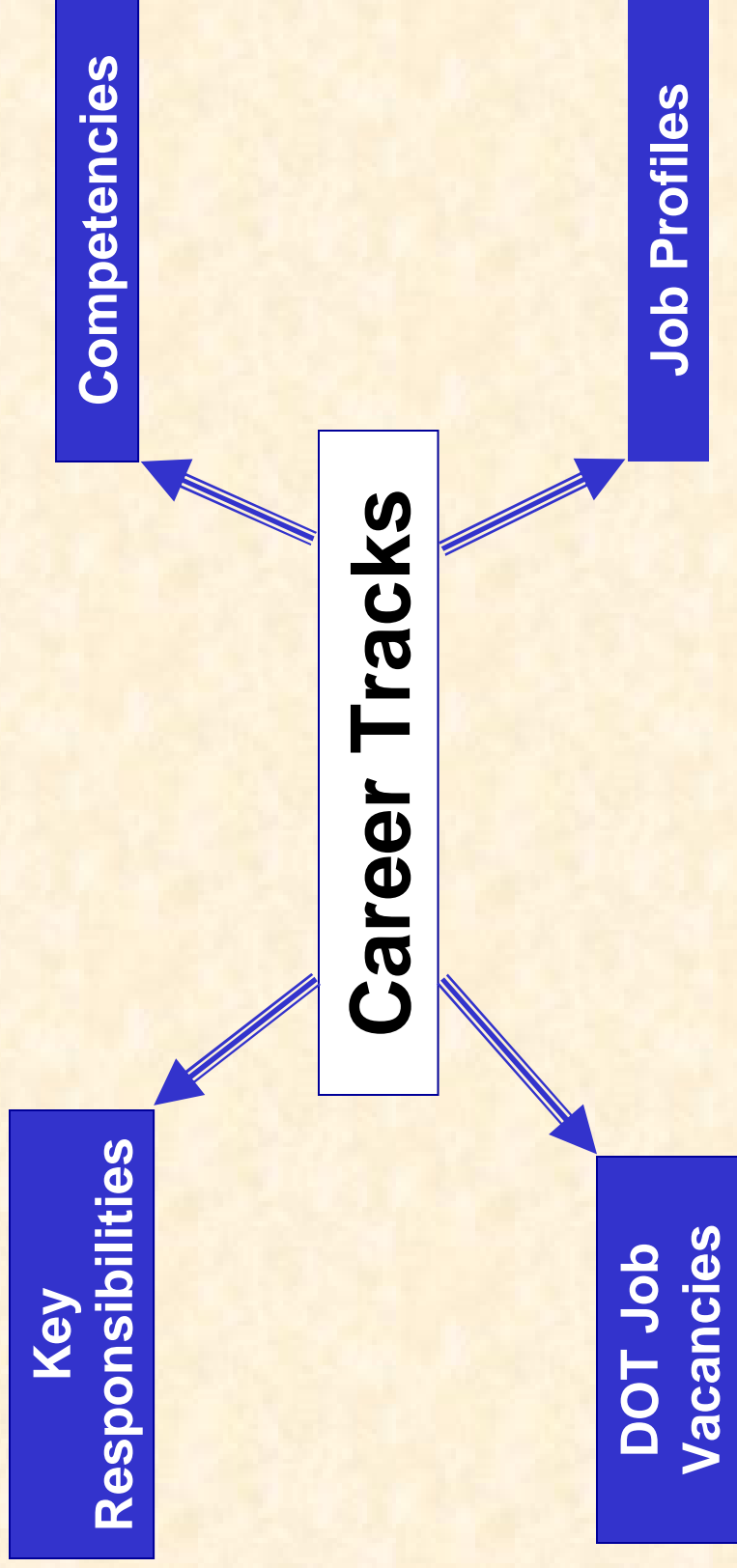


Assessments

Tools that allow employees to assess existing skills, knowledge, abilities, and interests in order to establish career objectives that align with organizational goals.



- *Need to decide how much effort (funding) NCDOT is willing to invest*
- *How do we want to do assessments: formal vs. informal*



A system that identifies the competencies needed for specific roles within the organization

Division Engineer Career Track

Leadership Development (Managerial)

Trans Engr Director II (PG 87)

Trans Engr Director I (PG 85)

Trans Engr Manager II (PG 84)

Trans Engr Manager I (PG 82)

Trans Engr Supervisor III (PG 81)

Trans Engr Supervisor II (PG 79)

Trans Engr Supervisor I (PG 77)

This example shows career movement from TE I series into Trans Staff Engineer and Leadership Development Tracks

Professional Development (Technical)

Trans Staff Engr IV (PG 80)

Trans Staff Engr III (PG 78)

Trans Staff Engr II (PG 76)

Trans Staff Engr I (PG 74)

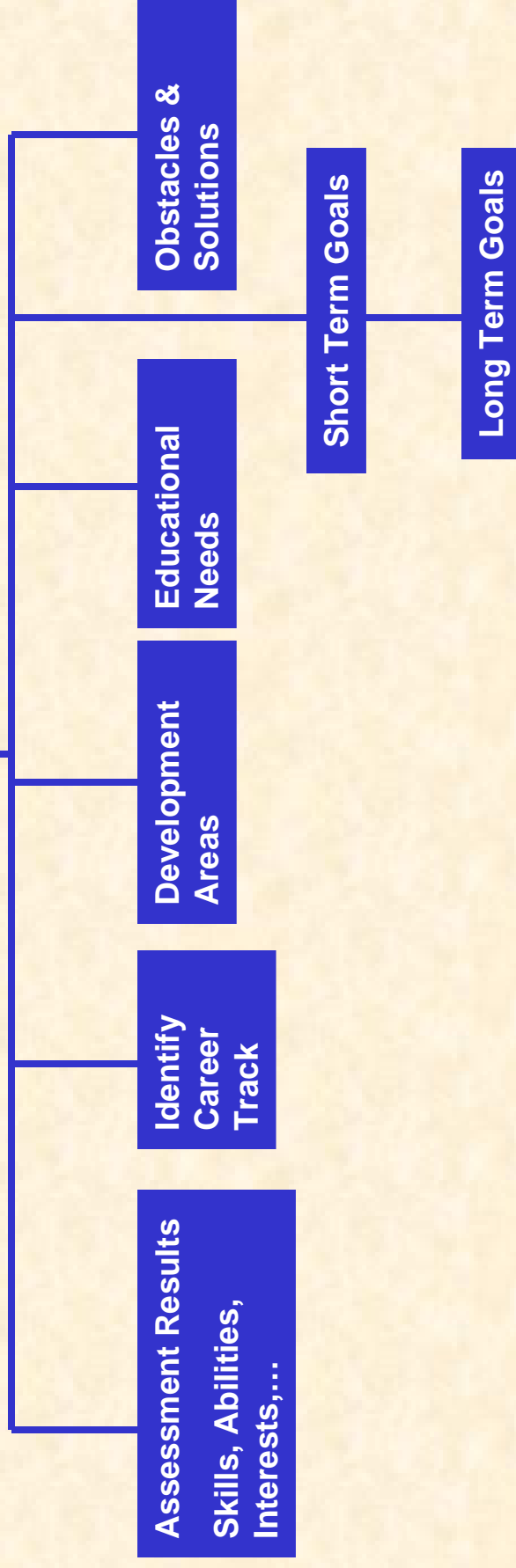
Trans Engr III (PG 78)

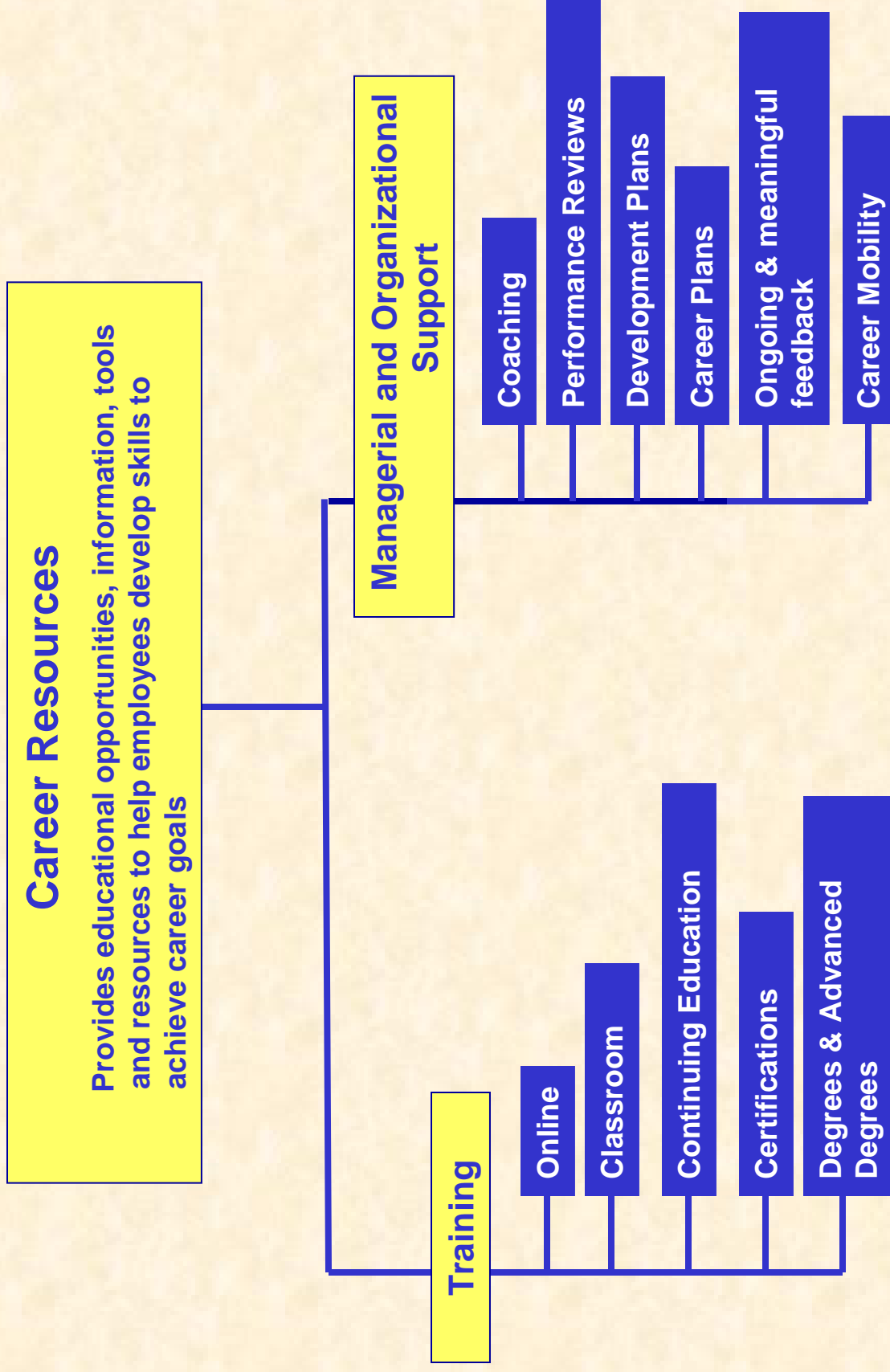
Trans Engr II (PG 76)

Trans Engr I (PG 74)

Create a Career Development Plan

A career development plan is a roadmap that takes an employee from developing a career strategy to achieving a career goal.





Career development is a partnership between the employee & supervisor. Managers & supervisors must commit to development tools, including mobility across organizational lines.

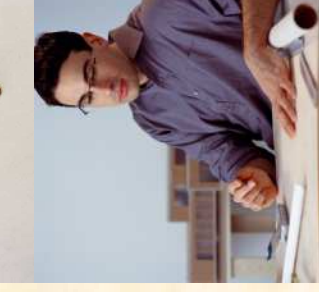
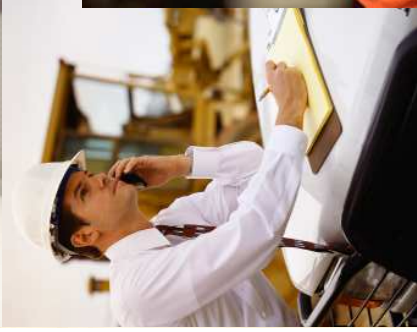
RECOMMENDATIONS

Create a career development process that each business unit can implement

Develop career tracks for the Top 42

Identify assessment tools needed to enable effective career development

Explore concept of “career coach or career counselor”



.....Making sure the right
people are in the right
jobs at the right time.



Career Development Centers (CDC)

Support the NCDOT Goals that:

Make our organization a place that **works well**
Make our organization a **great place to work**



5/5/2008

Work Group Members

Helen Dickens - Recruitment
Gail Herring – T&D Assessment Center
Terry Hopkins – Traffic Engineering
Janice McIntyre – OSP (HR Partner)
Amanda Olive – HR (Classification, Competency,
and Policy)
Anthony Roper – TMT Work Group Leader

... and our new Deputy Secretary for
Administration and Business Development

What is Career Development?

The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

The employee drives this process

Guiding Principles of the Career Development Process

- Managers create a trusting environment in which employees trust managers
- Managers are supportive of employees' participation in Career Development Center (such as use of assessment tools, formal Assessment Center, meetings with career coach, proactive development of career development plans)
- Managers have accountability to support employee's career mobility across organizational lines
- Managers are receptive to recommendations from career coaches

Guiding Principles of the Career Development Process

- Employees are receptive to recommendations from career coaches
- Streamline management feedback to employees with consistent messages (performance dashboard appraisal, alternate pay systems)
- Establish tools to assess CDC through Return on Investment (Track Turn-over rate, Employee satisfaction survey, employee and manager feedback following use of formal Assessment Center, surveys of employees meeting with career coaches)

Guiding Principles of the Career Development Process

- Career Coaches maintain discretionary confidentiality
- Career Coach positions will need to be filled with highly skilled professional individuals to ensure success of this process
- “Career Tracks” are established for each position duty for the Top 42 DOT managers and all the way down into the organization
- NCDOT will require a shift in the way we look at training opportunities as a necessity for our employee’s growth

“The Vision”

This position will report
to the Talent Strategist
Position being created in
Human Resources

Career Development Center Director

Western Region CDC
Lead Career Coach
2 Career Coaches

Divisions 10 – 14
Decentralized DOT staff
~ 3,647 Employees

Central Region CDC
Lead Career Coach
2 Career Coaches

State-Wide
Assessment Center

Divisions 5, 7, 8, 9
Central Staff in Raleigh
Decentralized DOT staff
~ 6,335 Employees

Eastern Region CDC
Lead Career Coach
2 Career Coaches

Divisions 1, 2, 3, 4, 6
Ferry Division
Decentralized DOT staff
~ 4,045 Employees

Reasons for Regionalization of CDC

- Career coaches are closer geographically to the managers and employees
- **All employees** will have better opportunity to utilize this program; and they will feel more comfortable using a regionalized CDC that is closer to their work station
- Career Coaches can travel from regionalized centers to outlying offices to reach all employees and be available in person
- Through regionalization and use of kiosks, tools of the CDC are more readily available to all employees
- Resources will be wasted if all career coaches are based in Raleigh and traveling to remote areas all over state
- Currently employee relations representatives and personnel techs are dispersed throughout the state to better serve the employees and managers

“The Vision”

This position will report
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Position being created in
Human Resources

Career Development Center Director

Western Region CDC
Lead Career Coach
2 Career Coaches

Divisions 10 – 14
Decentralized DOT staff
~ 3,647 Employees

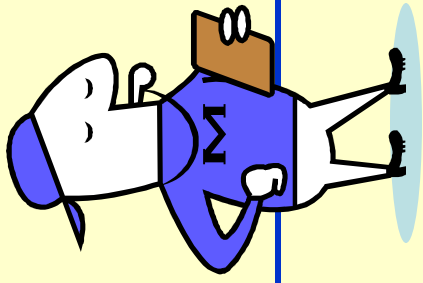
Central Region CDC
Lead Career Coach
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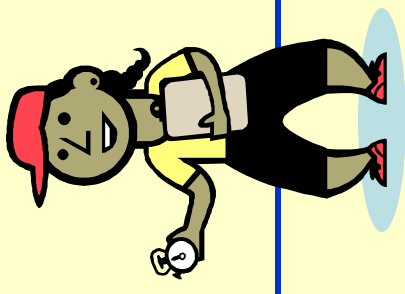
Divisions 1, 2, 3, 4, 6
Ferry Division
Decentralized DOT staff
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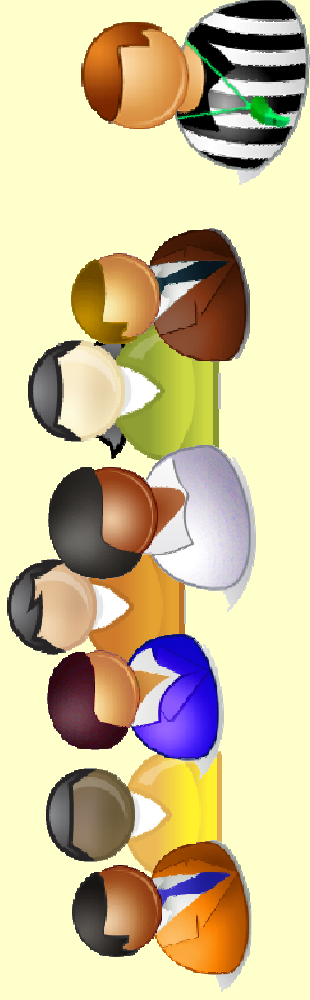
Essential Functions of Career Coaches

- Familiar with career banding and competency based programs
- Familiar with state-wide and organization wide job duties and functions
- Knowledge of Assessment Tools (abilities, competencies, strengths, interests, values and motivation factors)
- Knowledge of training opportunities
- Knowledge of career tracks set up for different types of positions

Essential Functions of Career Coaches

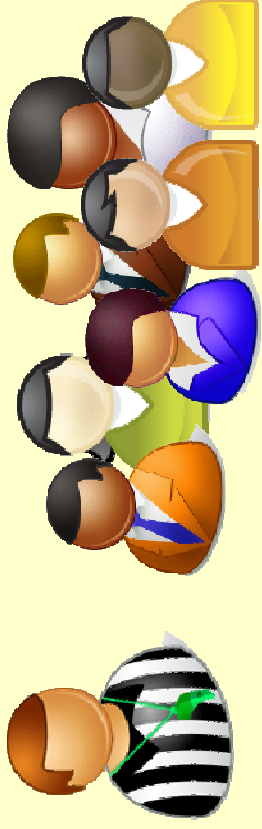


- Knowledge of general choices in career tracks (supervisory or technical)
- Excellent Working Relationship with Leaders in Department
- Knowledge of Succession Planning (knowing where talent needs to be nurtured; where numerous vacancies may be anticipated)
- Knowledge of DOT's Strategic Plan including mission/vision/goals



Career Coaches help Managers by:

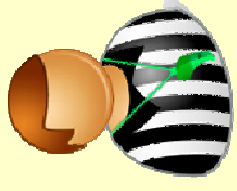
- Providing resources (Assessment Tools, Knowledge of Organizational Make-up of DOT, Training Availability)
- Working with managers to develop skills assessments for all position levels so employees know the job expectations
- Understanding manager's talent needs in short and long term (technical and supervisory vacancies down the road)
- Discussing Department's needs for succession planning



Career Coaches help Managers by:

- Coaching managers on setting up realistic Career Development Plans for employees
- Following up with employees and managers to ensure compliance with career development plan
- Working with Training and Development staff on large-scale training needs
- Matching right people in right jobs which should reduce turn-over rates

Career Coaches Help All Employees by:



- Providing Resources (Assessment Tools, Knowledge of Organizational Make-up of DOT, Interview Suggestions, Training Availability)



- Choosing appropriate Assessment Tools based on individual needs
- Working with employees and interpreting assessments and answering questions
- Comparing results of assessment process to key positions and determine strongest fit
- Comparing current level of experience, skills, competencies and education to what is needed in next career move (clear focused vision)



Career Coaches Help All Employees by:

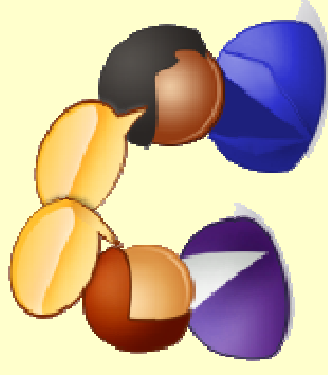
- Guiding career path that best matches abilities, competencies, interests, values, and personalities
- Encouraging employees to team with a mentor in our mentor program
- Assisting Employees on developing their realistic Career Development Plan
- Moving from one position to another, or one career to another
- Matching the right people to the right jobs

Assessment Tools

Informal Assessments – Tools that can be used and interpreted by the employee and are usually free of charge



Formal Assessments – Tools that must be administered and interpreted by someone that is certified or trained; costs are usually associated with this type of tool



Assessment Types	Informal	Formal
Personality/ Behavioral Traits	Assess Your Personal Style	<ul style="list-style-type: none"> •Job-Style Indicator (JSI) —————→ A self-administered, scored and interpreted instrument. A learning & communication tool designed to assist people in the areas of team development, performance improvement, job orientation and career planning. •Jackson-Personality Inventory (Currently Used) •Criteria Personality Inventory (CPI) —————→ A personality inventory grounded in the "Big Five" personality traits: Extraversion, Conscientiousness, Agreeableness, Openness, and Stability...shown to be correlated to job performance in a wide range of jobs.
	Transferable Skills Resources Inventory	<ul style="list-style-type: none"> •Job-Style Indicator (JSI) •Watson-Glaser (Currently Used) •Wiesen Test of Mechanical Aptitude (WTMA) ** —————→ WTMA measures mechanical aptitude, or ability to learn to use and maintain equipment and machinery. •Criteria Cognitive Aptitude Test (CCAT) —————→ CCAT measures an individual's aptitude, or ability to solve problems, digest and apply information, learn new skills, and think critically. •Criteria Basic Skills Test (CBST) ** —————→ CBST measures basic math and verbal skills...assesses the job readiness of candidates in a range of jobs, including clerical, administrative, and customer service positions. •Campbell's Interests and Skills Survey (CISS)
Skills/Abilities/ Competencies		

** Indicates entry-level assessment

Assessment Types	Informal	Formal
Values	Work Values Assessment	<ul style="list-style-type: none"> •Holland's "Self Directed Search" (SDS)
Interests	Work Preference Assessment	<ul style="list-style-type: none"> •Campbell's Interests and Skills Survey (CISS)
Work-Life	Stress Management	<ul style="list-style-type: none"> •Stephen Covey's Seven Habits •Human Patterns
Multi-Dimensional (Behavior, Cognitive, Interpersonal, Affective)	Personal Style Indicator	<ul style="list-style-type: none"> •Holland's "Self Directed Search" (SDS)
Coaching/Managerial Skills	Coaching Style	<ul style="list-style-type: none"> •DOT Assessment Center

Based on the theory that most people and occupations can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. People who choose careers that match their own types are most likely to be both satisfied and successful.

The CISS profile analyzes your self-reported interests and skills, and shows what careers you will be happy and productive with.

Uses proven principles of fairness, integrity, honesty, and human dignity to help people solve personal and professional problems

Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief

Assessment Center (AC) Today

- Internal two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief
- Six participants 1 AC Director 3 Management Assessors
- Goal is to assess ~54 participants in AC / year
- Specific ratings are provided back to the participants on:
 - Professionalism Logical Reasoning/Problem Detection
 - Initiative/Decisiveness Organization/Plan Elaboration/Delegation
 - Persuasion/Motivation Time Management
 - Monitoring/Follow-up Interpersonal Relations/Behavioral Flexibility
 - Awareness (Organizational and Public)
 - Leadership (Individual and Group)

Assessment Center Changes

- Require AC debrief between AC Director, employee, manager, and possibly career coach
- Realign evaluation of current AC leadership areas to the nine competencies on Leadership PDA
- Redo AC exercises to expand candidate pool to all DOT leadership
- AC Director or Career Coach can follow-up with employee and manager on areas for improvement and training needed
- Require a renewed commitment from senior level managers (providing assessors, providing appropriate levels of candidates to participate, committing to nurturing a change in employee)

Evaluate Assessment Center Program

- Determine effectiveness of current program
- Determine level of AC candidate (# of years of supervisory experience; minimum position level)
- Determine interest and provide opportunity for Assessment Center for all DOT supervisory employees
- Develop an evaluation of program (determine our return on investment)
- Is this service offered outside DOT that could be more cost-effective and could handle more people? Set evaluation parameters on that as well

Ways to Access the CDC Tools

- Web-site access for Career Development Center (work station, personal computers, library, kiosks)
- Hard copies of CDC process (catalog) and explanations of each assessment tool can be given to employees upon request, and to all new employees at orientation
- Career Coaches will travel to remote offices with a condensed library of information/lap-tops for access of informal assessment tools and web-site; hard copies of tools; and be available in person for questions

Ways to Access the CDC Tools

- Each employee needs a confidential work space set up to use the CDC tools. Computers/kiosks with printers are recommended for each county maintenance yard, DMV field offices, Ferry Division offices

Issues to address: hours of operation (before/after work day) and accessibility of office space

Information Available through CDC

- Informal and Formal Assessment Tools (hard copy/electronic)
- Explanation of each career development tool in catalog, brochures, and on web-site
- Information on how to navigate through the CD process
- Contact Information for Career Coaches at Centers
- Resource Tools for Employee's Interview Process
- Information on Career Tracks for position titles
- Information on position types (Supervisory/technical)

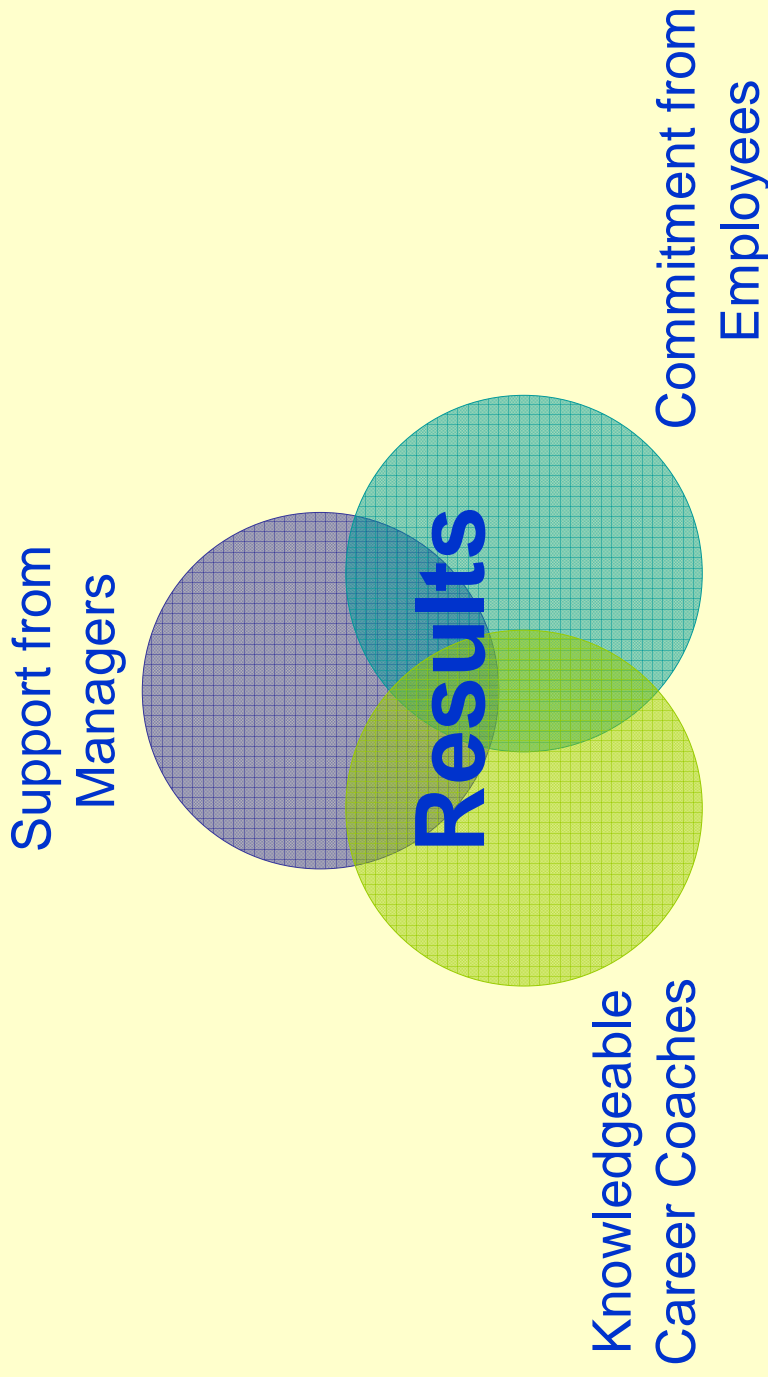
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Leadership Development Programs

- Disney Institute
- Center for Creative Leadership
(Individual/Team Approach)
- AASHTO Leadership Institute (DeCoster)
- Highlands Multi-Dimensional
- IQ Leadership
-



Career Development Process



Career Tracks Work Stream Meeting (7-14-2008)
H Dickens, G Herring, T Hopkins, S King, J McIntyre, A Olive, A Roper

Herring, Hopkins, McIntyre, and Olive met on June 30th. Janice and Terry had met that morning and reviewed a visual display of what the Career Tracks example could look like for the Engineering side of the house. We intend to show a Career Track for a Division Engineer and for the Law Enforcement track for TMT and Leadership to explain what the Career Track means to the Department.

Today's Agenda

Discuss Janice's computer model for the career tracks

Discuss job description for Career Coach Position (Requested PG 74)

Next Meeting

Update from Amanda on example for Law Enforcement and DE Career Track

Remaining Items to Finalize

- Complete a transition report for Human Resources, and specifically, the Talent Strategist position outlining recommendations/next steps supporting the CDC and Assessment Center (Terry is working on this draft and will have something to review soon)
 - Need to include issues with the use of the 2nd hand computers for "kiosks" (M Tyler)
- Complete job description drafts for the following positions:
 - Career Coach (PG 74 ?) – draft form for work group to review
 - Lead Career Coach (PG 76 ?)
 - Career Development Center Director (PG 78 ?)
- Design a visual demonstration for information obtained for Career Tracks. (Two examples – Division Engineer and Law Enforcement)
- Complete a Policy supporting Career Development Centers
- PDA Work Group Meeting requested Amanda to sit in and discuss career banding implications raised by our work group relating to the differing competencies (Leadership, Supervisory, and Individual Contributor for PDA vs the Competencies with the Career Banding

Next Meeting (Monday, July 21st at 1:30 pm in Room #350)
And also, Monday, July 28th, at 1:30 pm in room #350

Dickens, Herring, Hopkins, McIntyre, and Olive met on June 16th. We reviewed the latest spread sheet of Top 42 training and experience. Position levels were captured, not necessarily functional skills and experience. Completing a suggested Career Track for all 42 positions seems a daunting task at this point, and we feel we are not equipped with the direct knowledge needed to complete the assignment. There are still many questions about the depth of the Career Tracks we are developing.

Amanda shared the vision of the career banding program and the significance of the focus groups that will be working on individual position levels in the Units. Career Development is a major part of all of our alternate pay systems at DOT (including skill based pay and competency based pay systems). If these career development tracks are developed in different areas, then we will more than likely have two programs that do not work together, and would be difficult for the employee to understand. There was a recommendation from our group that these HR focus groups for the alternate pay systems should be the experts that develop the Career Tracks for the Top 42 and influence the Business Units to develop it all the way down into the organization.

We decided to back up and further refine the presentation we put together in February on what the template will look like.

Brainstormed Items for consideration

Classification, Compensation, and Policy

Skills Assessments/competencies

Job Summary

Links to PD-102 (job description)

Brief Profile

Primary Purpose of the job

Key Responsibilities

Competencies / Skills Assessments

Job Postings

Position Levels and Salary Ranges

Organizational Structure to see hierarchy and opportunities for advancement

Job Vacancies

Number of like positions

Remaining Items to Finalize (this list is not complete)

- Complete a transition report for Human Resources, and specifically, the Talent Strategist position outlining recommendations/next steps supporting the CDC and Assessment Center
- Complete a functional listing of Career Coach and Lead Career Coach duties to support a Future Position Description with suggested position levels.
- Design a visual demonstration for information obtained for Career Tracks.
- Follow-up with Talent Strategist Position on the use of the 2nd hand computers for “kiosks” (M Tyler)
- Complete a Policy supporting Career Development Centers
- Terry and Amanda have a meeting set with Stephanie King on Friday, June 27th to discuss a modification to our assigned objectives.

Next Meeting (Monday, June 30th at 1:30 pm in Room #350)

No Meeting will be held on Monday, July 7th

Meeting following June 30th (Monday, July 14th at 1:30 pm in room #350)

Career Tracks Work Group Objectives as defined at our meeting on 5/28/2008

(A) Assessments & Career Coach/Counselor

- (1) Identify tools for assessing all employees
- (2) Review role of Assessment Center
(current focus, opportunities for enhancement, required resources, etc)
- (3) The role of the career coach/counselor
- (4) Where should the career coaches be staffed (Assessment Center, Business Units, etc)

(B) Career Tracks for Top 40

- (1) Review role descriptions for each role
- (2) Review educational & license requirements
- (3) Develop track for each of Top 40
- (4) Consider career banding implications
- (5) Recommend mobility strategy

(C) Career Development Process Template

- (1) Develop Policy Statement
- (2) Develop Vision based on Department's Mission and Goals
- (3) Define role of managers, supervisors, career coaches, HR, etc.
- (4) Define how tools are to be utilized (Assessments/Assessment Center)

Since our last meeting on Wednesday, May 28th

- Where is the populated Excel Spread sheet for (B) 1 and 2?
- Terry shared status of Career Tracks with Career Mobility Work Group
- Stephanie King and Terry met with Angela Faulk on June 6th to discuss next steps for recommendations for (A) Assessments and Career Coach
"Career Development Centers" was presented to TMT on May 5th
"CDC" was presented to TMT Leadership on May 6th and approved.
We need to provide Angela with a brief job description/list of duties for career coaches, and lead career coaches (Position Levels ?)
Angela believed that the roles for the Career Coaches should NOT be combined with the roles for the "generalist" positions in the field.
Unclear on status of the 2nd hand computers for "kiosks" (M Tyler)
Talent Strategist position is being reviewed by OSP – Angela felt like next steps on Assessment Center recommendations can be led by this position; we will need to prepare a hand-off strategy to this position on Assessment Center recommendations

Today: Discuss Action Items for (A) and remaining objectives for (B) and (C) (check for clarity, completeness, ways to group assignments, who is best to tackle each?)

How can we tackle this assignment with least impact to all of us?

Talent Management Team



CAREER TRACKS WORKSTREAM

Presentation to TMT - February 18, 2008

Career Tracks Sub-team Members

Anthony Roper.....TMT (temporary)
Division One - (permanent)

Amanda Olive.....DOT Human Resources

Helen Dickens.....DOT Human Resources

Janice McIntyre.....Office of State Personnel

Terry Hopkins.....Traffic Safety Unit

WORKSTREAM OBJECTIVE

- Develop a system to define goals for role and career
- Define technical, functional, and managerial career tracks
- Develop assessment tools to enable the process

Today's Objective

- Define career development and career tracks
- Present high level Career Development Process
- Present “Career Track” model
- Discuss high level recommendations

TALENT MANAGEMENT INITIATIVES

High-level Recommendations

- | | | | |
|---|---|----|--|
| 1 | Define talent management strategy | 6 | Develop employee career tracks |
| 2 | Revise hiring practices | 7 | Develop system for leadership planning |
| 3 | Define and improve employee value proposition | 8 | Employee Engagement Survey |
| 4 | Revamp performance review | 9 | Recruitment Proposal |
| 5 | Revamp training program to strategically deploy resources | 10 | Improve Employee Orientation |
| | | 11 | Institute Quick Wins |

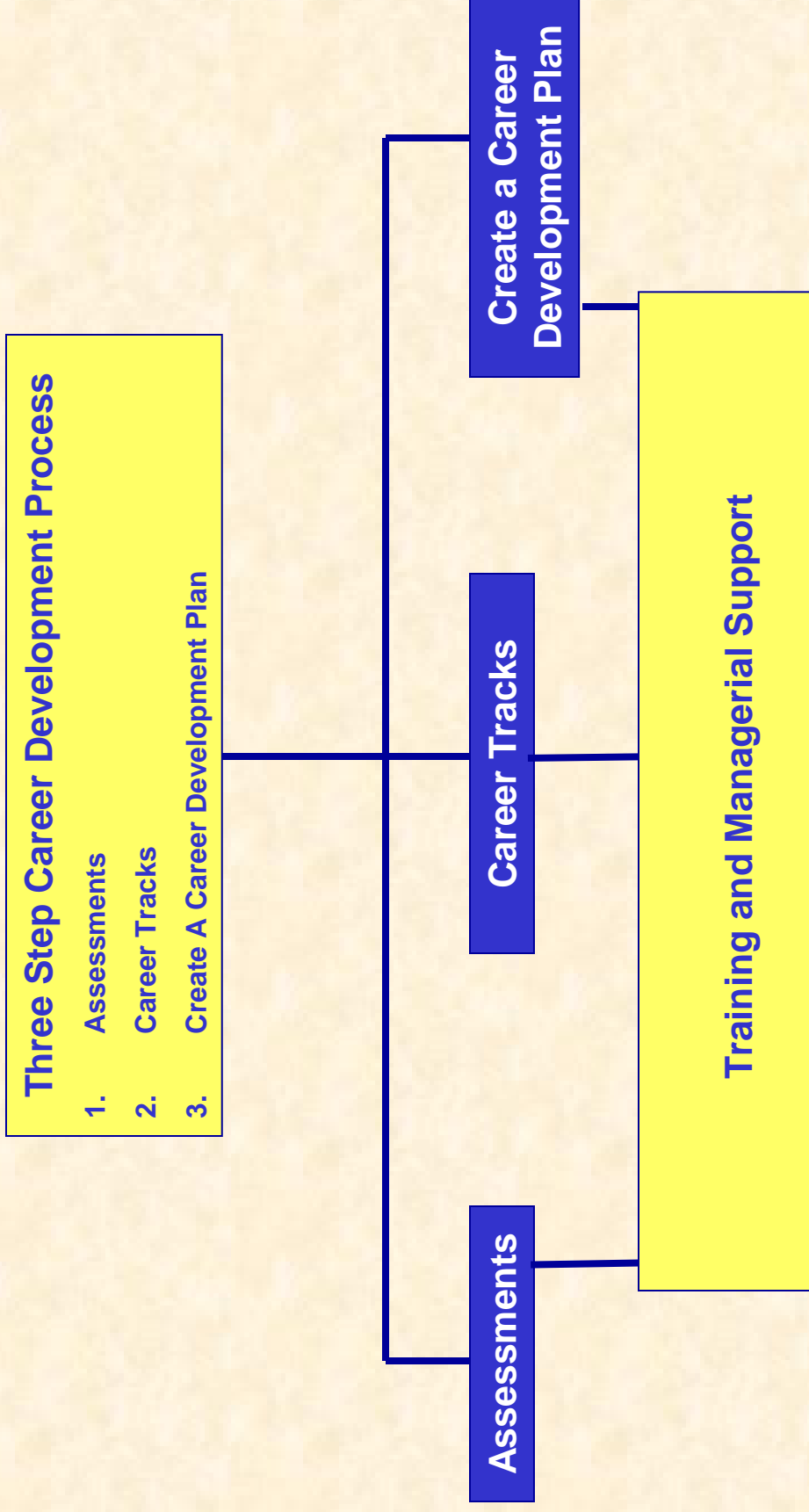
Career Tracks vs. Career Development

- **Career Tracks** - A system that identifies the competencies needed for specific roles within the organization.
- **Career Development** - The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

Competencies are behaviors that encompass knowledge, skills, abilities and personal attributes that are measurable and observable.

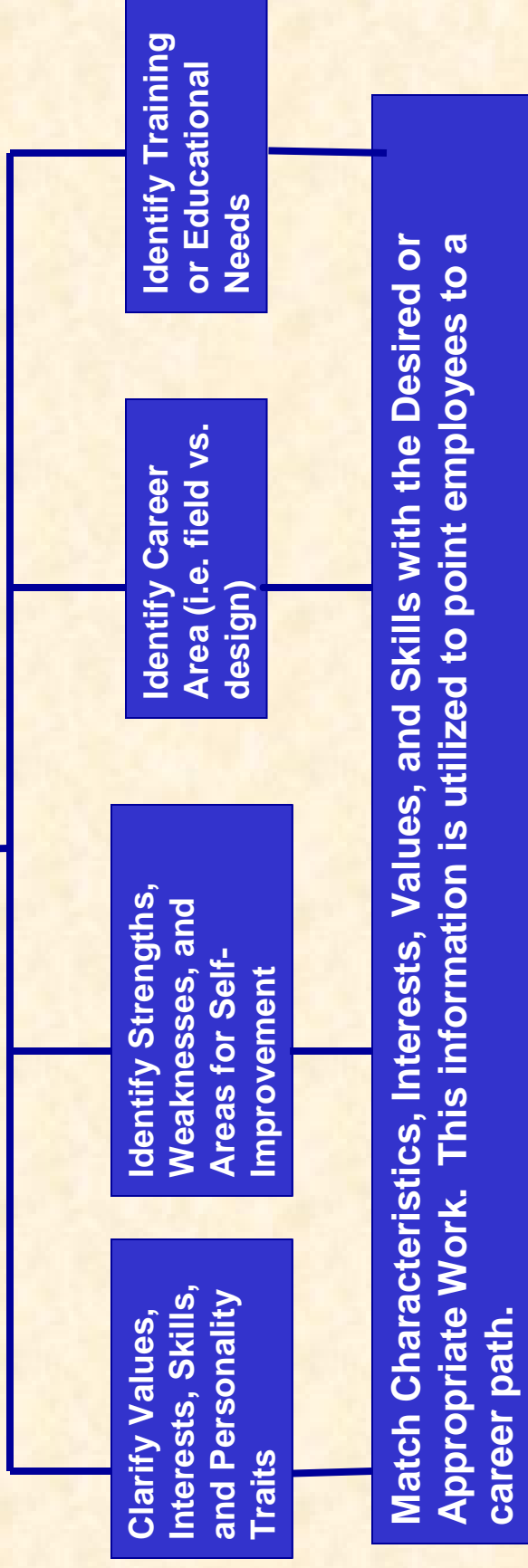
Career Development Process

The process by which individuals establish their current and future career objectives and assess their existing skills, knowledge or experience levels and implement an appropriate course of action to attain their desired career objectives.

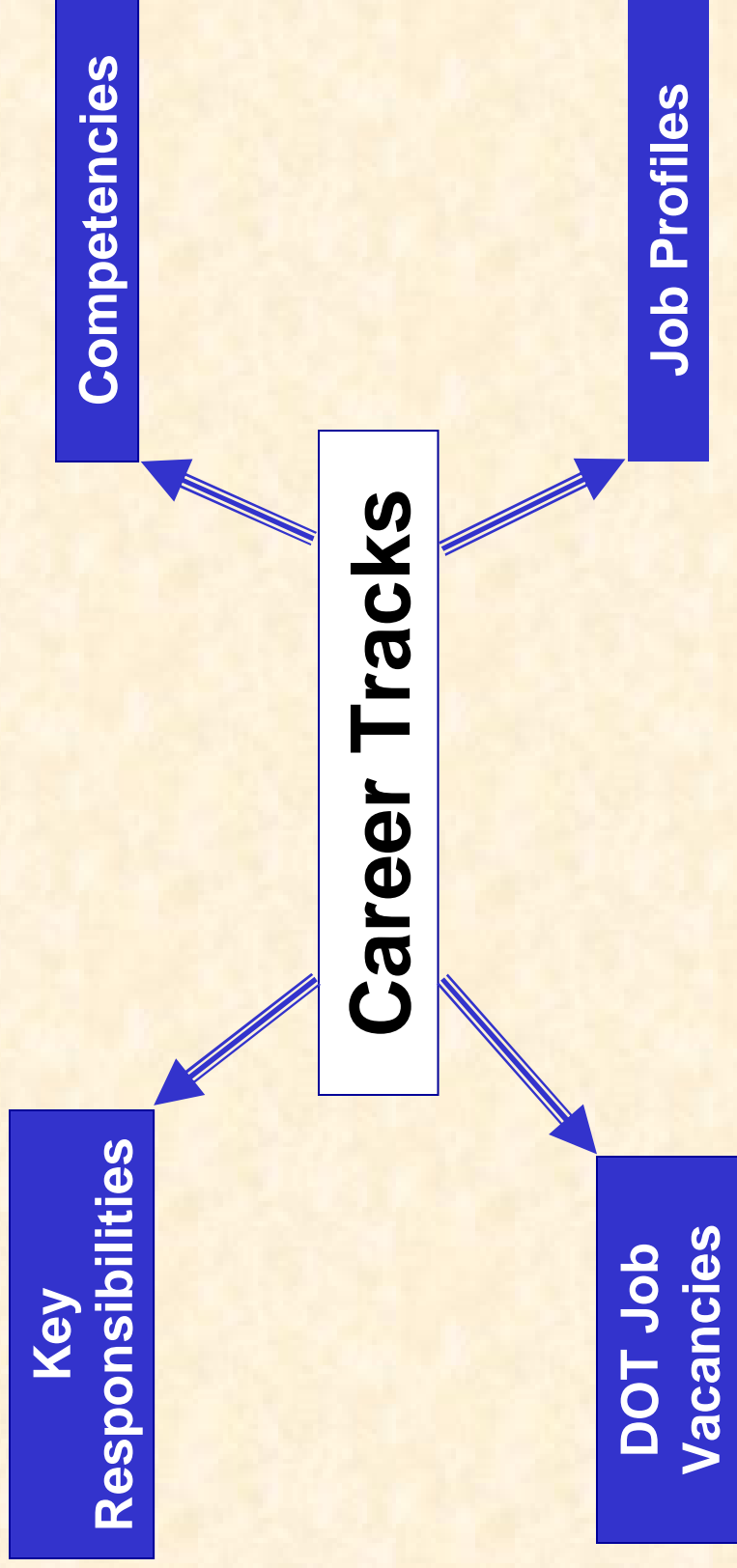


Assessments

Tools that allow employees to assess existing skills, knowledge, abilities, and interests in order to establish career objectives that align with organizational goals.



- *Need to decide how much effort (funding) NCDOT is willing to invest*
- *How do we want to do assessments: formal vs. informal*



A system that identifies the competencies needed for specific roles within the organization

Division Engineer Career Track

Leadership Development (Managerial)

Trans Engr Director II (PG 87)

Trans Engr Director I (PG 85)

Trans Engr Manager II (PG 84)

Trans Engr Manager I (PG 82)

Trans Engr Supervisor III (PG 81)

Trans Engr Supervisor II (PG 79)

Trans Engr Supervisor I (PG 77)

This example shows career movement from TE I series into
Trans Staff Engineer and Leadership Development Tracks

Professional Development (Technical)

Trans Staff Engr IV (PG 80)

Trans Staff Engr III (PG 78)

Trans Staff Engr II (PG 76)

Trans Staff Engr I (PG 74)

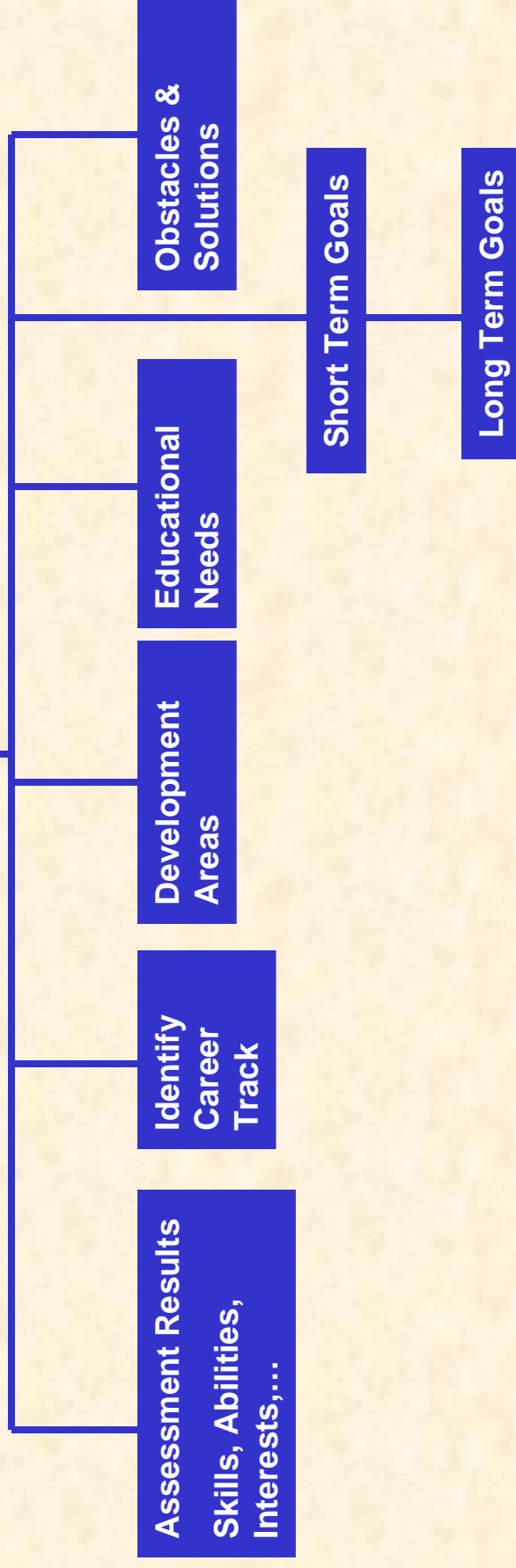
Trans Engr III (PG 78)

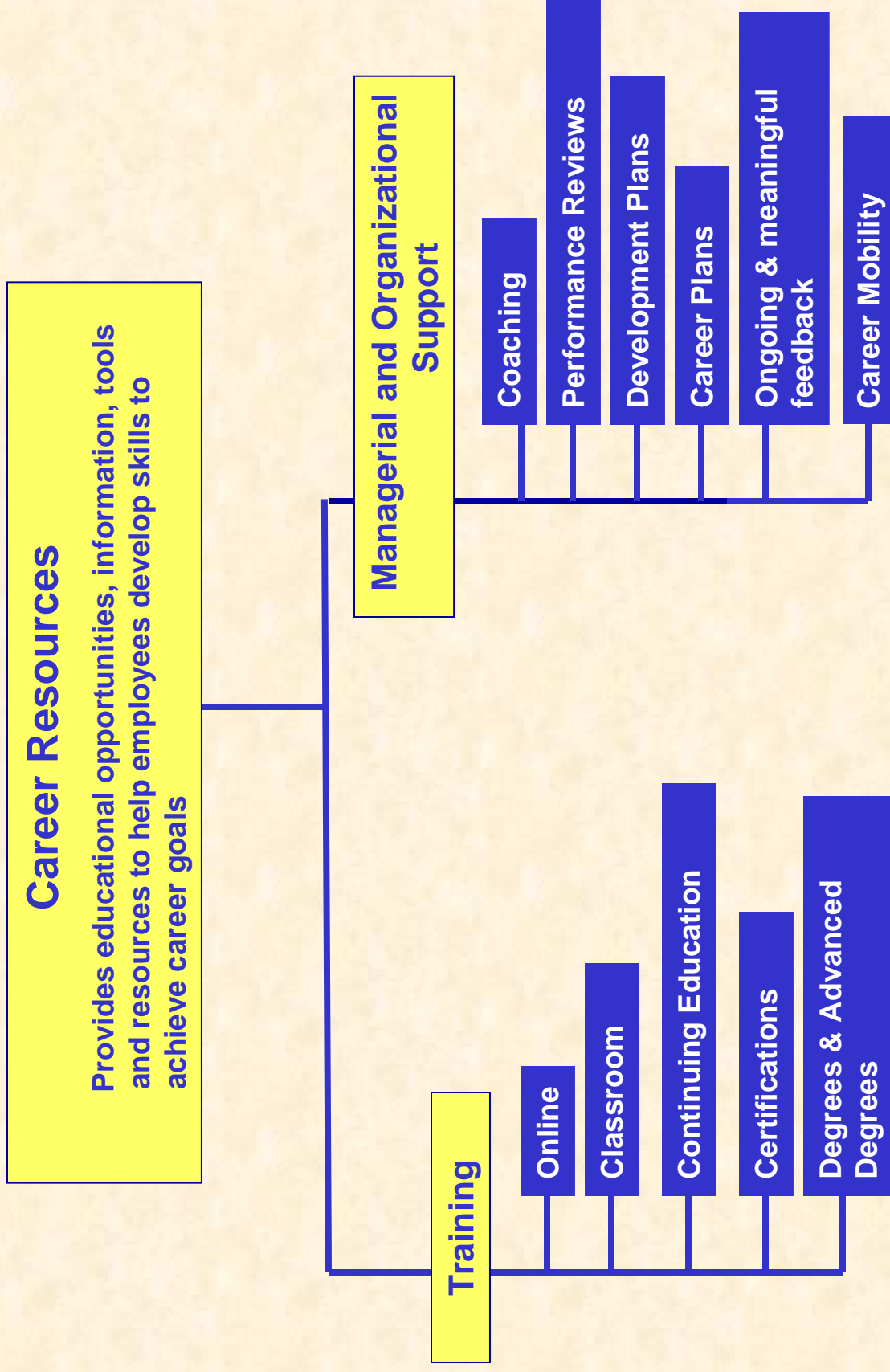
Trans Engr II (PG 76)

Trans Engr I (PG 74)

Create a Career Development Plan

A career development plan is a roadmap that takes an employee from developing a career strategy to achieving a career goal.





Career development is a partnership between the employee & supervisor. Managers & supervisors must commit to development tools, including mobility across organizational lines.

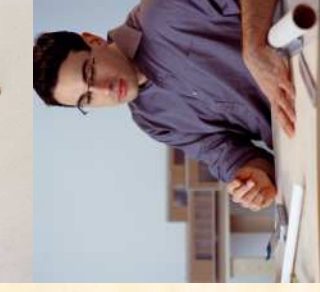
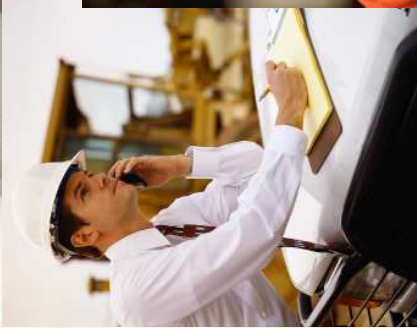
RECOMMENDATIONS

Create a career development process that each business unit can implement

Develop career tracks for the Top 42

Identify assessment tools needed to enable effective career development

Explore concept of “career coach or career counselor”



.....Making sure the right
people are in the right
jobs at the right time.



NORTH CAROLINA DEPARTMENT OF TRANSPORTATION



CAREER DEVELOPMENT PROGRAM POLICY

October 2008

POLICY STATEMENT

It is the policy of the North Carolina Department of Transportation that all employees will have an equal opportunity for career development and advancement. Each employee is responsible for their individual career development and professional development and as such has to take the initiative to develop a realistic career development plan.

These initiatives of the career development process must be deemed beneficial to both the department and employee, and should serve the citizens of North Carolina through the mission and goals of the NCDOT.

Secretary of the Department of Transportation

PURPOSE

The intent of this policy is to provide career development opportunities and a commitment to career growth that directly relate to the organization's mission, goals, and values. This policy emphasizes the importance of continuous learning opportunities and new challenges available for all employees. Career development and training is not an employee benefit, right or entitlement; it is an enrichment opportunity to develop our workforce; denial of participation in training and development activities is not grievable, except on grounds of discrimination.

Utilization of any career development opportunities shall be identified, described, and documented in the employee's career development plan and should be reviewed with the supervisor on a semi-annual basis. This career development plan provides a tracking mechanism between the employee's increased skills, abilities, competencies and the remaining strategies outlined in the plan to achieve the career objectives.

DEFINITIONS

1. Eligible Employees

Full-time or part-time employees who have a permanent or probationary appointment. Trainees and temporary employees may be determined as eligible by management depending on the career objectives of the employee.

2. Development Opportunity

The opportunity for an employee to participate in training, educational programs, or developmental learning experiences, that may include, but is not limited to, short courses, workshops, seminars, conferences, on-the-job training, and technical or professional training.

3. Career Development Process

The on-going continuous process between the employee and the supervisor that establishes an employee's current and future career objectives. During the process, existing skills, knowledge or experience levels are assessed and an appropriate course of action is implemented to attain desired career objectives.

The Career Development Process is a four-step process that includes an assessment phase, investigation of available career tracks, creation of a career development plan, and execution of the plan.

4. Assessments

Tools that help employees and career coaches assess existing skills, knowledge, and abilities in order to establish career objectives aligned with organizational goals. These tools allow the employee to have a better understanding of themselves through an assessment of their personality type, values, interests, work-life, etc., to help employees find the job fit.

5. Assessment Center

Internal formalized two-day assessment that identifies behavioral patterns in job-related situations through group and individual settings. Supervisory techniques or training options are shared as a part of the individual's debrief to help build skills.

6. Career Development Centers

Resource areas regionalized across the state housing several Career Coaches and Lead Career Coaches that is accessible by managers and employees.

(Definitions – continued)

7. Career Tracks

Planned roadmap of job progressions and position levels that help employees attain a desired career objective. Each position level in the career track provides information about the knowledge, skills, abilities, experiences, competencies, and training necessary to succeed as well as how to prepare for future movement within the career track. The purpose of career tracks is to help employees identify what jobs and position levels they want to work toward as a current and future career objective, and establish a career path that best suits them. Career tracks help employees visualize different alternatives for their career.

8. Career Development Plan

Coordinated written document that identifies the strategies employees identify to help them achieve their career goals. The career development plans are blueprints to help employees develop abilities, skills, and competencies needed to move towards their career goals. A career development plan must be developed for each employee engaged in the career development process. The employee's supervisor will hold a semi-annual discussion, with the employee, on the career development plan to ensure the plan is realistic, and the employee is getting the opportunities, training, and resources needed to accomplish his/her career objectives. Career Coaches will designate a standard form that all employees can use in this process.

9. Career Coaches

Highly specialized positions that are located regionally across the state that are accessible by managers and employees. Career Coaches interpret the assessment tools, understand the employee's career goals, and work with employees and supervisors to match those goals to a realistic career development plan. Career Coaches will use and establish tools to assess the Career Development Center through Return on Investment scenarios (ie. track turn-over rate, employee satisfaction survey, employee and manager feedback following use of formal Assessment Center, surveys of employees meeting with career coaches)

10. Talent Strategist Position

Position staffed directly to the HR Director that is responsible for managing talent in the organization. This position directly supervises the Lead Career Coaches and Career Coaches located regionally across the state as well as the Career Development Center Director which houses the Assessment Center.

(Definitions – continued)

11. Career Mobility

NCDOT recognizes that our best and brightest talent will participate in job rotations throughout the Department. The Department encourages employees to build their experience with multiple areas of expertise to gain a broader understanding from other Business Units, and to gain an appreciation for other's work. Promotion into positions by direct lines of attrition will not be the expectation.

12. Lateral Movements

A sideways job change that can broaden an employee's base of knowledge and skills and help develop new competencies.

POLICY

1. It is the policy of NCDOT not to deny career development opportunities based on race, sex, color, creed, national origin, age, or disability.
2. NCDOT encourages employees to identify and participate in career development programs that will improve job performance, increase employee potential, and enhance the mission and goals of the Department.
3. NCDOT encourages employees to take full advantage of career development opportunities within the Department.
4. Limitations or delay in offering career development opportunities shall be determined by temporary work flow problems or staff shortage in a specific work unit. Reasons for not completing strategies in the career development plan should be documented and discussed with the supervisor.
5. It is intended that this policy be used in conjunction with the NCDOT Training and Development Policy, Career Mobility Policy, or any other policy that would relate to employee development.
6. Career development is a partnership between the employee and the supervisor. Managers & supervisors must commit to encouraging employee development, even when it includes mobility across organizational lines. Training opportunities and managerial support are the foundation for a successful career development program.

(Policy – continued)

7. Career coach positions and career development centers are critical to the success of this program. Work space, equipment and resources should be provided so coaches can work independently in their respective regions and be easily accessible to the employees and managers. Providing an adequate number of positions located geographically that is accessible by all the employees is critical to a successful career development program.
8. Career Development is generally upward movement, but can be lateral movement or even downward movement within a career track when pursuing alternative careers.
9. NCDOT recognizes that many employees do not want to be supervisors, and are better suited remaining in a technical career track. NCDOT needs to encourage those technical experts and provide growing opportunities for them as well. It is NCDOT's intention to have all of our classifications in some form of alternate pay system in the future. The competencies and work examples related to each classification and their specific role will address managerial/supervisory functions as well as technical functions. This will provide a variety of career tracks and options for each employee.

RECORD KEEPING/DOCUMENTATION

The Career Coach will maintain all career development plans for their geographic region. The Business Unit Managers and their supervisors are held accountable to work with the employee to implement the career development plan and will maintain copies of their employee's career development plans. The Career Coaches will coordinate these career development plans with the Talent Strategist who is responsible for aligning talent with needs in the Organization.

Each employee engaged in the career development process should have a Career Development Plan.

RESPONSIBILITIES

1. Employees – Each employee shall:
 - a) Take the initiative to actively participate in the Career Development Program and drive the process;
 - b) Remain accountable and responsible for their own career growth;
 - c) Remain receptive to recommendations from career coaches and supervisors;
 - d) Identify opportunities for knowledge, behavior, and skill development to improve on-the-job performance; and
 - e) Apply gained knowledge, behaviors, and skills to his/her current job.
2. Managers/Supervisors – Employee career development is a responsibility of every supervisor and manager. Supervisors and Managers shall:
 - a) Create a trusting environment in which employees trust managers;
 - b) Identify opportunities for employee improvement;
 - c) Provide a supportive climate for employees' participation in Career Development Center (such as use of assessment tools, formal Assessment Center, meetings with career coach, proactive development of career development plans);
 - d) Have accountability to support employee's career mobility across organizational lines;
 - e) Remain receptive to recommendations from career coaches;
 - f) Streamline feedback to employees with consistent messages such as through performance dashboard appraisal and alternate pay systems discussions;
 - g) Work very closely with Human Resources Unit to provide up to date Position Descriptions and Posting Information that will be assembled for the "Career Tracks" for each position; and
 - h) Ensure that all employees have access to necessary training and development opportunities.
3. Career Coach – The Career Coach shall:
 - a) Represent a very highly skilled professional that is extremely professional and can maintain discretionary confidentiality;
 - b) Travel throughout their region and be readily accessible in person to all employees and managers;
 - c) Interpret the assessment tools, understand the employee's career goals, and work with employees and supervisors to match those goals to a career development plan.
 - d) Establish tools to assess the Career Development Center through Return on Investment scenarios (ie. track turn-over rate, employee satisfaction survey, employee and manager feedback following use of formal Assessment Center, surveys of employees meeting with career coaches);
 - e) Participate in the formalized assessment centers and provide feedback to managers/supervisors.

(Responsibilities – continued)

4. Talent Strategist Position – The Talent Strategist Position shall:
 - a) Stay abreast of Department wide career development plans, and the talent needs in the organization;
 - b) Create processes and practices that attract and retain diverse and highly competent work force;
 - c) Acts as a conduit with senior leaders to address talent challenges;
 - d) Focus on ways to create a talent pipeline and align the talent development strategy with the business needs;
 - e) Develop processes for attracting, motivating, developing, and retaining employees with the required skills and abilities to meet the current and future business needs.
5. Human Resources Unit – the Human Resources Unit shall:
 - a) Fill the available Career Coach positions with highly skilled professionals;
 - b) Work with the Business Units to develop Career Tracks for all remaining leadership positions in the Top 42. The career track template should retrieve information from and match the language in an updated Position Description Form (PD-102) and any recent postings for the position level; and
 - c) Support the Career Development Process for all employees.